DOCUMENT RESUME

ED 239 438 EC 161 175

TITLE	GATE-Way to Success: Hispanic Gifted Program. Identification Packet [and] Instructional Guide.
INSTITUTION	Orange Unified School District, Calif.
PUB DATE	[81]
NOTE	424p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	Curriculum Guides; Elementary Education; *Gifted; *Hispanic Americans; Intermediate Grades; Language Arts; Lesson Plans; Literature; *Minority Groups; *Multicultural Education; Social Studies; *Talent Identification

ABSTRACT

The packet describes procedures for identifying Hispanic elementary students with high academic potential and presents an instructional guide for programing. Guidelines are presented for conducting a needs assessment on the extent of ethnic imbalance in current gifted programs, encouraging referrals from all staff, and describing the search of all students. Screening is then undertaken for students identified in the search process. Written documentation must then certify that the student is in the top two percent of academic potential, and placement follows such certification. Twenty-five lessons are presented for incorporation into the regular program; these may provide students with opportunities to display characteristics of gifted and talented children. A separate instructional guide for gifted Hispanic students in grades 4-6 contains instructional units which emphasize multicultural awareness and high thinking processes in the subjects of literature, social studies, and language arts. Units list information on goals, objectives, content concept, multicultural emphasis, activities, and resources/materials. (CL)

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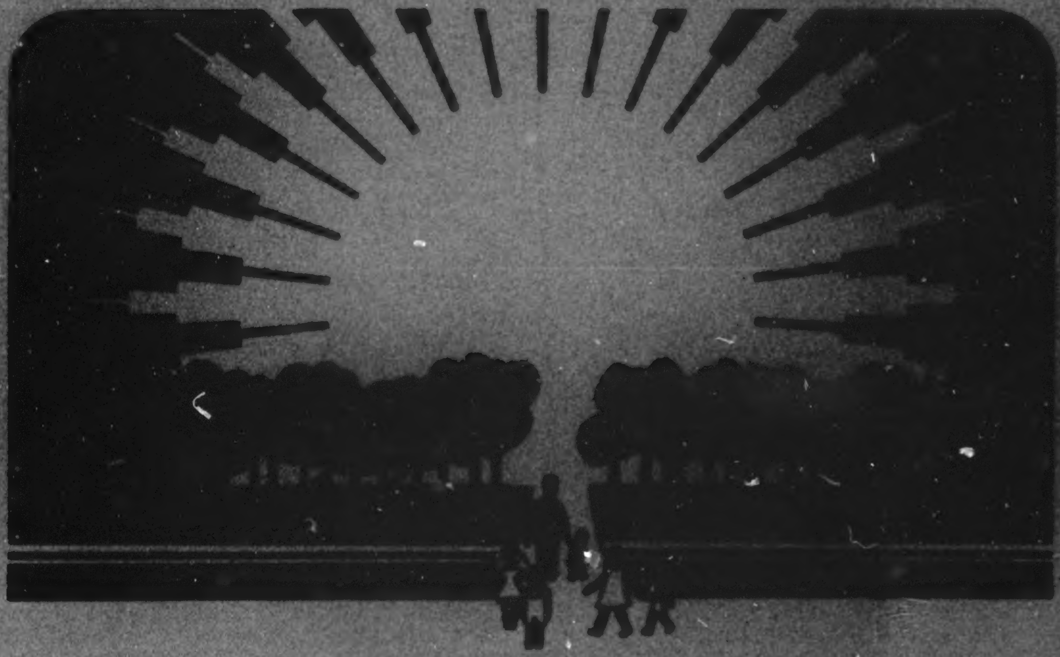
GATE-WAY TO SUCCESS



Hispanic Gifted Program

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IDENTIFICATION PACKET

Orange Unified School District

GATE-WAY TO SUCCESS

HISPANIC-GIFTED PROGRAM

Identification

... an Elementary-Secondary
Education Act (ESEA),
Title IV C Exemplary/
Incentive Project

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Acknowledgment: Curriculum activities to assist in identification of gifted and talented Hispanic students were prepared by Mrs. Sondra Morrow, teacher.

SCOPE

...PROVIDING:	An identification process
	Guidelines and suggestions
	Staff development recommendations
	Curriculum activities
	Sample forms
...TARGET POPULATION:	Gifted Hispanic students
...GRADE LEVELS:	Elementary, 2 - 6

PURPOSE

This packet is designed to share procedures developed by the Orange Unified School District to identify culturally different students with high academic potential. Although it was designed to conform with requirements of the GATE (Gifted and Talented Education) program in the state of California, it is hoped that it will prove useful to any teacher, school, or district, concerned with providing quality education for gifted students, who specifically seek better ways to identify these students.

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INTRODUCTION

AWARENESS

Historically, the gifted program in California has been addressed to serving those students whose academic potential was predicted to be in the top two percent. This prediction, by law, was to be based on an accumulation of evidence (achievement data), teacher judgment, product review, etc.), supported by an individually administered test of mental maturity that also placed the student in the top two percent. In practical application, the IQ requirement served as a barrier in the identification of students where language, culture, economics, or environmental factors made testing inconclusive or "suspect."

To compensate, provision was made for culturally different children to be identified as gifted under separate criteria, with a fixed percent "cap" on numbers that could be identified in this way. Again, the practical implementation of this provision created problems. "Separate criteria" was a difficult concept to accept, both by parents of culturally different or economically deprived students, and by parents of cultural majority students. The former frequently questioned the ability of their children to compete with students identified by "regular" criteria, and the latter expressed concern about the impact on the quality of instruction. While such questions and concerns could be easily addressed, many districts simply chose not to pursue this method of identification, especially if the legal "cap" limited identification to a relatively small number. The end result was an imbalance of ethnic representation that continues into the present.

It is also recognized that many districts have chosen not to participate in the formal state GATE (Gifted and Talented Education) Program, which is a permissive, rather than mandatory program. Their concern for meeting the needs of all children, however, includes concern for meeting the needs of gifted and talented students. It follows that procedures to identify gifted minority students will be equally useful to teachers, schools, and districts in this group.

CHALLENGE

AB1040 was signed into law in 1980, up-dating the total program for the gifted in California, and opening up the identification process. Districts now have the obligation and challenge to select the categories of giftedness and talent to serve, and to develop non-discriminatory ways to identify participants.

LOCAL NEED

This project was born in 1977 of a local need to find better ways to identify Hispanic students with high academic potential. This group, specifically, was underrepresented within the district's gifted program. The development of the project, however, coincided with the implementation of AB1040, which provided new parameters and opportunities.

SOLUTION STRATEGIES

The following pages demonstrate that identification of culturally different students, and specifically, Hispanics, can

SOLUTION
STRATEGIES,
continued

be integrated into the process used for identification of all gifted students, using four steps currently in use in gifted programs throughout the state of California. The four steps are search, screening, documentation, and certification/placement. Concerted efforts were made to develop each phase in such a way that efforts on behalf of culturally different students became an integral part of the total identification process, an inclusive, rather than exclusive process.

Districts not formally involved with the California GATE program are encouraged to consider this four step process, too, to guarantee every student the opportunity for recognition of potential. Specific efforts to follow this up with program services to help develop that potential must also be made.

The process has been institutionalized with the Orange Unified School District, resulting in a significant increase in Hispanic representation in the GATE program. Target students, placed in the regular gifted program, have been outstandingly successful, confirming through a carefully monitored series of evaluation activities, that the identification was valid. As an added benefit, gifted students from other cultural minorities have also emerged as a result of increased staff awareness and sensitivity.

SEARCH

SEARCH

AWARENESS

Perhaps the most critical step in the identification of gifted and talented children, generally, is creating awareness of the need for an active and aggressive search process that involves not only the school community, but the community as a whole.

Lists of characteristics of gifted children abound in the literature, and knowledge of these characteristics, including the behavior patterns that result, is absolutely essential in the identification process. It does, however, create an image of easily recognizable super stars who are motiviated, performing at advanced levels for their age, eager to accept whatever challenges are presented by school, parents, and society. Indeed, many such paragons exist, a joy to teach, parent, and observe as they progress through the school system.

Unfortunately, the issue is much more complex, as educators and parents are painfully aware. Preconceived notions often conflict with reality. Not every gifted child has every characteristic, nor to the same degree, A variety of social, emotional, environmental, and educational factors may blur the picture. In addition, the effects of a second language and cultural differences and expectations may add completely different dimensions.

Search is the process whereby any child is guaranteed equal opportunity to be considered carefully for possible identification as gifted. Seen in one setting, the potential may not be apparent. Seen in another setting, possibly by a different person, this potential may be more easily recognized. The school should actively encourage referrals from parents and the community. It should make concerted efforts to communicate information that will assist everyone to understand the need for their participation, provide guidelines and clues to assist, and provide feedback on results.

COMMITMENT

You are urged at this point, to make a commitment to expend whatever time and energy are necessary to implement a search process that will involve all segments of the school community, and the total community as well. The goal should be to develop a pool of referrals. From this pool of bright children, the truly gifted can be identified. The chances of overlooking one will be diminished

PROCESS

1. Conduct a needs assessment to determine the extent of imbalance in the ethnic distribution of students currently in your room, school, or district's gifted program.

   Rationale: In 1980-1981, 23.4% of the total school population in California was Hispanic, but only 8.3% of the participants in the GATE program were Hispanic. It is not suggested that ethnic percentages should match exactly, but the greater the discrepancy, the greater the likelihood that bright children are being overlooked. Even one unrecognized gifted child from any cultural group is a potential loss to society that cannot be afforded.

2. Provide a place on identification referral forms to indicate who initiated the referral; teacher, parent, counselor, administrator, psychologist, community member, etc.

   Rationale: This is a subtle reminder that referrals are welcome from anyone who knows a possible candidate. Keeping an informal tally will also help in evaluating the effectiveness of efforts to involve many people in the search for giftedness. Note: Referral as a possible candidate does not mean that every student must have a full assessment. It does mean that the child will be screened, with all available data accumulated and evaluated to support the nomination. The second step, screening, is where the process may be terminated if data does not justify further consideration.

3. Develop strategies* for communicating intent of the search process for all students, including special input to facilitate the search for Hispanic and other cultural minority candidates.

   Rationale: A definite plan of communicating with appropriate groups must be developed and implemented, sharing clues to look for, and information about "giftedness" to dispel preconceived notions and/or prejudices. Again, search for giftedness among cultural minorities should be institutionalized within the total search process, not highlighted as a separate process.

DATA

Planning input sessions for target groups (staff, parents, etc.) and developing written awareness materials (brochures, media presentations, etc.) demands sensitivity to those elements common to the search for giftedness, generally, and to the elements unique to a specific cultural group.

Identification presupposes that program services will be provided, and adults will inevitably make a connection between whom they refer and their perception of what they think will happen to the student as a consequence.

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*See Appendix A, pp. 66-71

DATA, continued

Assimilated students are children who have Hispanic surnames, but whose background is otherwise similar to that of majority middle-class students. Their parents are well-educated, hold many of the same values as "Anglo" parents, encourage them to support their educational program with help and materials. English is predominant in the home. Teachers and parents can easily apply general criteria in referring students from this group for the gifted program, and are comfortable that if they are identified, they will have every advantage in a competitive environment.

Bilingual students can be described as children with parents who speak both English and Spanish, although Spanish is predominant in the home. They may attend classes where they learn to read and write both in English and Spanish. By the time they have completed the primary grades, they have made the transition to fluency in English, but they often continue to use and develop their Spanish skills as well. Because they speak two languages, they may not have as extensive a vocabulary in English as monolingual children. Gifted children in this group will display many of the common characteristics, but will often be spotted by the speed of their language development and the fluency they display in both languages. Areas of the curriculum less dependent on verbal fluency (e.g. mathematics, art, music, P.E.), are often noted as "strengths." Teachers will frequently recognize the very bright bilingual students, but just as frequently, will adopt a protective attitude toward them. This attitude, while understandable, was found during this project, to be a barrier to identification as gifted. The inference was apparently made that activities could, or would not be compatible with continued growth and development of students in transition from Spanish to English.

A close working relationship must be developed between teachers of bilingual and ESL programs, teachers of the gifted, and parents. The former should be seen as key personnel in the search process, and should be specifically involved in search and screening activities, including staff development opportunities. Teachers of the gifted, in turn, must provide feedback on progress of identified bilingual students, and be sensitive to their continuing needs for strong language experiences and skills development.

A third group of Hispanic children for staff to consider are those who belong to families relatively new to this country. They may have been born in the United States, but their parents are immigrants. They hear only Spanish at home. Help on schoolwork is limited. The culture is Hispanic, and family ties are very strong as they work to survive in a new setting. Spotting the gifted among this group may well be a function of time, because school attendance can be spotty, language differences will influence achievement (as measured by standardized tests), and Hispanic cultural values within the home environment may place different behaviorial expectations on the students.

A detailed discussion of these differences will not be attempted in this document, since it runs the risk of creating stereotypes that may not be valid from setting to setting. You are urged to work directly with members of your own Hispanic community to identify differences appropriate for your local search awareness presentations. College personnel, Hispanic staff members, and leaders in the Hispanic community are rich sources of information. The intent should be to identify factors that bear on school achievement, without making value judgments that may create resentment.

Finally, any of the above children can live in the subculture of poverty, and may have developed survival skills in both positive and negative ways to cope with a negative learning environment. These survival skills may effectively mask their giftedness, leaving them only with the recognition they can gain as street-wise leaders, nonconforming students, and problems to society. In most cases, the school image they create is not conducive to identification as academically gifted. Indeed, there is often considerable peer pressure not to conform to majority culture standards. It is here, especially, that key community members can be invaluable, if they are made aware that their observations and input will be valued by school personnel.

SUMMARY

The search process must be a well-planned effort to involve many people, including data to clarify purpose, procedures, and responsibilities.

SCREENING

SCREENING

AWARENESS

The search process is intended to develop a pool of possible candidates for identification as gifted. Many of these will not be truly academically gifted youngsters, even though they are very bright. The screening process should be the preliminary gathering of readily available data that will support or not support the nomination. Although "search" and "screening" are presented as separate steps, in fact, the activities may overlap, and all data will eventually be useful in the final determination. Again, screening procedures are presented as a general process, with appropriate extensions for considering Hispanic and other cultural minorities.

PROCESS

1. Obtain input from classroom teachers.

   Rationale: State funded GATE programs generally require teachers to identify, on various kinds of rating scales, characteristics of gifted children observed in potential candidates. In this project, the format for the rating scales* was adapted from the Male and Perrone G.I.F.T.S Screening Instrument[1], yielding a weighted score in the areas of learning ability, creativity, and leadership. The total point count derived in each section of the rating is less significant than a careful analysis of trends indicated by the ratings, but may be helpful in discriminating top functioning candidates. The actual items, however, are a composite of characteristics commonly in use, carefully selected and phrased (1) to apply to children from any cultural milieu, or (2) to provide a "balance" on key items that are language related.

   Filling out forms does not always guarantee that the teacher has based the rating on a tangible lesson that permits the characteristic to be observed. Previous staff development activities to combat this problem are frequently lost as personnel changes. A solution was found in the development of this project. A series of short, easily taught activities were selected that could be "packaged" and given to staff. Key behaviors, using the terminology found on the rating form, were noted with the activity. Many of the activities were verbal, but non-verbal ones were also included for students with language involvement. The lessons range from simple knowledge-type activities to more more complex ones at higher levels of thinking. The "Curriculum: Identification" section of this document provides a sampling of these lessons, and also includes a copy of the form for use in developing others. In-service is suggested to make these lessons meaningful to staff, and to encourage on-going use of them.

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*Refer to Appendix B, pp. 72-75 (Rating Scales)

[1] Male, Robert & Philip Perrone, "Identifying Talent & Giftedness: Part I," Roeper Review, September, 1979, pp. 5-7.

PROCESS, continued

It is also recommended that instructions to the teacher include a reminder* to be alert to the masking effects of culture, language, environment, and economics, with specific clues for consideration as they rate the student. This reminder may be in outline form, provided staff development activities are provided to make it meaningful.

2. Assemble data from existing cumulative records.

Rationale: Cumulative records provide an easily accessible source of data. If achievement tests are given frequently, as they are in many School Improvement Programs (SIP) or other special programs (Title I, Bilingual, Migrant Education, etc.), comparison between scores may document unusually rapid progress in all or selected areas. This was found to be of key importance when searching for bilingual Hispanic children, particularly if the overall achievement scores were not yet at levels usually associated with gifted children.

Achievement scores at the 75th percentile or higher were found to be significant, particularly in the areas of reading comprehension and mathematics concepts.

Report cards should be examined. Teacher comments may provide clues. Even negative comments are helpful, expecially when the student shows good progress on achievement tests, but the teacher notes that class work is incomplete, behavior is less than ideal, and/or attitude is sometimes negative. These may be indicators of underachieving gifted children and, possibly, boredom or lack of challenge in the school program.

Attendance and health records should also be scanned. Poor or spotty attendance should be noted, and efforts made to determine the reasons. This can be dealt with at a later date through counseling and parent education programs, but must not be allowed to serve as a barrier in the identification process.

3. Administer pre-identification tests, if needed.

Rationale: Data may be spotty or simply not available, particularly if a high level of transiency is noted. Testing may need to be done on an individual basis if achievement scores are missing.

In addition, the Slosson Intelligence Test (SIT) was utilized in this project as a screening instrument where data was inconclusive. Short, easily administered, readily available, it gives a good indication of thinking skills, ability in math, short term memory, and in the case of Hispanic bilingual students, ability to recognize cognates of Spanish and English.

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*Refer to Appendix C, p. 76. ("Food For Thought")

PROCESS, continued

The test should be given by an examiner who is thoroughly familiar with its format and who is a good observer of children's behavior. The directions for giving the test should be followed, but the examiner may also note how the student reacts to certain parts of the test. For example, digit-span retention and reverse digit-span retention are good indicators, and are more a performance item than a verbal item. Ability to solve problems is also an excellent indicator. If the student arrives at an answer which is close, but contains a computational error, the examiner can ask how the student achieved the answer. If the method is right, and the answer is wrong (all math is done mentally), the student should be given credit for the answer. Because the test is heavily weighted to verbal ability, gifted Hispanic students may miss vocabulary type questions, but they frequently will go much beyond their age levels on other kinds of questions before missing the requisite ten in a row.

The information described above is more useful than the final score obtained, and should be used in conjunction with all other indicators.

SUMMARY

The screening process will allow you to determine when enough data has been gathered to make a judgment that the assessment should be discontinued (the student is very bright, but probably not academically gifted as defined by your local criteria), or should be continued into the documentation stage. The summary form* used in this project is maintained as a permanent record whether the student is formally identified or not. It may be used at a later date for either program planning purposes, or for reconsideration as a candidate for the gifted program.

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*Refer to Appendix D, p. 77. (Screening Form)

DOCUMENTATION

DOCUMENTATION

AWARENESS

Documentation to support identification as gifted in the GATE program is defined in many school districts, and in this project, as a summary of evidence to support that the student is in the top two percent of academic potential.

Districts now have the option to determine documentation criteria, and decide whether or not this should include additional testing (IQ) as was required for years under the mentally gifted minor program. Some have elected not to because of expense, time, lack of personnel, and built-in problems for students who do not match the original populations used for norming purposes. Others have continued to use essentially the same procedures, but with more flexible use of data.

PROCESS

1. Administer an individual test of mental maturity (IQ).

   Rationale: Considerable research and investigation was done at the beginning of this project to ferret out the ideal tool for predicting academic potential--measuring intelligence as it applies to the school situation. While alternative tests are currently being developed, none of them seemed appropriate as the solution, equally valid for children from any ethnic group. Even those purported to be culture free are still in the developmental stages.

   It was decided, in this project, to continue to require an IQ test because (1) for students in the majority culture from this community, tests like the Stanford Binet and Wechsler Intelligence Test for Children, Revised (WISR-R) are reasonably accurate predictors of how well a student can be expected to perform in school related tasks, (2) these tests, with the addition of the Leiter for children who are not English proficient still provide many clues to predict academic potential when the emphasis is placed on this data, as opposed to a single test score. Furthermore, involvement of trained personnel, school psychologists, provides one more set of observations, making the additional money and time expended worthwhile.

2. Review all data, including screening information, informal and formal test data, to arrive at a summary of evidence to support formal identification.

   Rationale: GATE regulations require a committee determination that formal identification is recommended, whether this is accomplished through a formal meeting, or through a serial review process. In this project, a committee meeting as a group is recommended whenever formal IQ test results are less than the top two percent and when there are indicators of high performance in sub areas, and/or indicators of underachievement, with cultural, language, environment, or economic factors apparent. This committee should also include a member of the Hispanic community (or a representative from the minority group of the student), for the valuable insights they might offer, as all data is being considered.

PROCESS, continued

3. Provide written forms to facilitate a flexible approach to identification.*

Rationale: Flexibility does not mean an open invitation to identify any student as gifted, since the primary intent of the program is to provide services to those students whose unique potential requires specialized educational opportunity for maximum development. It does mean that indicators of high potential are sought from evaluation of multiple sources of data.

Consider the possibilities:

The student has an individual test of mental maturity placing him/her at or above the 98th percentile. Achievement scores substantiate this high academic prediction, with correspondingly high percentiles in academic subjects. Some areas may be relatively weak, but the overall picture is that of a superior student whose predicted academic potential is substantiated by performance. Teacher ratings and comments are strong.

The student has an individual test of mental maturity that is within the top five percent. Specific subtest scores in verbal or nonverbal areas show some fluctuation, but areas requiring problem solving, judgment, and memory are strong. The examiner may have indicated that slow, methodical attention to test items, and a need to be accurate resulted in failure to respond within a required time frame, or failure to respond at all without encouragement and support. Achievement scores may or may not be uniformly high, and teachers' comments and ratings also stress a compulsion for accuracy, a need for support, or other indices that may have contributed to a lowered IQ score overall.

The student has an individual test of mental maturity below the 98th percentile, but validity of score is questioned because of cultural, language, environmental, and/or economic factors. Specific data is available to be discussed by committee members, although referral forms will not detail this. Privacy of students and families will be respected, and written records to be translated through school records will simply reflect that these factors exist.

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*Refer to Appendix E, p. 78. ("Documentation")

CERTIFICATION/PLACEMENT

AWARENESS

Certification as "gifted and talented," in the formal state GATE program, consists of the final "sign off" by members of the identification committee and the Superintendent of the district, or his designee. Referral and documentation forms generally have a place for recording these signatures.

Districts not participating in the GATE program may choose not to require a certification process, with signatures. You are encouraged to meet as a group, however, to consider placement options and needs of the individual student under consideration. It should be stressed that recognition of students as "gifted and talented" has a profound impact upon the life of the individual. Parents, teachers, and the youngster himself/herself react with a variety of attitudes, expectations, and concerns. It is essential that those involved in the identification process consider ways that this potential can be enhanced in the school setting, and offer some tentative guidelines based on perceived needs of the student.

PROCESS

1. Determine what program services are needed by the student. Be realistic about the extent that these needs can be met within the local school system.

   Rationale: Individual teachers, schools, and districts will vary greatly in the resources available, numbers of students identified, and their philosophical approach to gifted education. For this reason, no attempt will be made in this project to dictate the administrative format to be used either within or without the state GATE structure.

2. Involve parents in the certification/placement process.

   Rationale: Open communication should be stressed throughout all phases of the identification process, but it is essential that this be maintained at this point. Establish mutual responsibility for the education of the child.

PROGRAM PLANNING

In this project, target Hispanic students were served in three ways. Non-English speaking students, in most cases participating in LES/NES classes, were not formally identified until they were reasonably proficient in the English language. Teachers were aware that they were strong candidates whose progress should be monitored as they continued to develop their language skills. A number of these students were eventually entered into the gifted program formally.

Primary grade Hispanic students (gr. 2-3) were served through a cluster group gifted program, already established at each school in the district.

PROGRAM PLANNING, continued

The greatest number of students, grades 4-6, were placed in existing special day classes (all students identified as gifted and talented). The project initially provided a special resource teacher and classroom aides to ensure that target students were supported. As the project neared termination, it was recognized that they would no longer be available. The staff agreed that additional personnel were helpful, but not essential on a continuing basis.

What is essential, however, is recognition of the three ingredients that must be present to make a strong program for all gifted students. These can be provided within any administrative format.

Consider:

INTERACTION: Gifted students must have the opportunity to interact with others of similar ability for at least part of their instructional program. It should occur at appropriate times to foster problem solving, critical thinking, creativity, and enthusiam for learning. Implication: Grouping alternatives must be explored, and a flexible approach maintained toward providing the environment for learning.

DIFFERENTIATED CURRICULUM/SUPPORTIVE MATERIALS: The basic premise of a gifted program is that development of academic potential requires something beyond what is normally available in the regular program. This "something" includes specialized methodology, in-depth treatment of subject matter, emphasis on independent thinking and problem solving, development of creativity, and opportunities for promoting leadership skills. Included in all of these is the opportunity for understanding of self. Implication: There is a need to define the curriculum for gifted and talented students beyond that which is considered standard for the grade level, and to utilize current theories and research to facilitate teaching. Supportive books and materials can then be provided.

TEACHER: Gifted students do not need the "best" teacher -- indeed, that concept will create resentment if it is even implied. They do need the best teachers for the gifted. This is simply a way of saying that teaching gifted students requires specialized knowledge and training. Most teacher preparation institutions provide an introduction to the needs and characteristics of gifted children as a part of the initial course work required for credentialing. Generally, however, this is awareness level -- not exploration in depth to provide application level expertise. Implication: Staff development opportunities must be provided on an on-going basis, with staff also encouraged to pursue specialized courses at local colleges and universities.

SUMMARY

The Certification/Placement phase completes the identification process. Further planning involves development of program services that will permit student to reach the potential that has been predicted through careful study and consideration.

CURRICULUM: IDENTIFICATION

CURRICULUM: IDENTIFICATION

AWARENESS

There is an endless flow of interesting ideas which are creative, fun, and easy to fit into the regular day's program. If these are selected with care, they can be used on an ongoing basis to provide all students with opportunities to display characteristics of gifted and talented children. Be alert, however, to responses of Hispanic and other culturally different students. Watch for coping behavior.

PROCESS

1. Establish a format* for evaluating and selecting activities for the purpose of identification as gifted and talented.

   Rationale: Warning! The goal is not instructional, although instruction will obviously take place. The activity should not be selected because it is "cute" or because it sounds like fun and appeals to the teacher.

   What categories might the activity fit into? (Learning characteristics, creativity, leadership.)

   What level of thinking does it seem to require? (Bloom's Taxonomy, or others comfortable for the instructor.)

   What behaviors might be observed to provide clues to uncovering learning potential?

   Will Hispanic students and other cultural minority students be able to respond to the exercise? What modifications will be needed? What coping behaviors might be observed?

   Can the activity be expanded, extended?

2. Determine how and when activities can be built into the program.

   Rationale: Multiple observations are essential. Many activities are appropriate for large group instruction, even though the teacher is observing particular students. Others are best taught in a one-on-one situation, or in small groups where a given student is interacting with other students already identified as gifted.

3. Maintain a recording system.

   Rationale: Memories do fail! Trends emerge over time, which may not be apparent at first.

*See Appendix E, p. 78. ("Documentation")

SAMPLE ACTIVITIES

The following activities have been used successfully in this project as an aid in identifying strong Hispanic candidates. Many of the activities emphasize verbal strength, others are nonverbal in nature. They range from simple recall to more complex thinking skills. A strong emphasis was made on creative thinking because of the motivating nature of the activities. While the emphasis was on characteristics the activity might engender, the lessons were also selected because they are short, easily handled in a regular classroom setting, and require little advance preparation.

A list of other possible activities, "Quick Takes," is appended to this section. Using a copy of the lesson format, found in the appendix, other lessons can be developed. It is recommended that staff development activities focus on analysis of the suggestions, using this format.

IDENTIFICATION LESSON 1

CATEGORY: X Learning Characteristics **LEVEL OF THINKING:** Recall

___ Creativity

___ Leadership

BEHAVIORS TO OBSERVE: Main: Memory; Recall of Information

Others:
Recognizes relationships; Problem solving
Brings structure to situations
Ideas respected by others; Comfortable in groups
Facilitates

Lesson: Remembering

Preparation/Materials: Worksheets, paper, pencil

Activities:

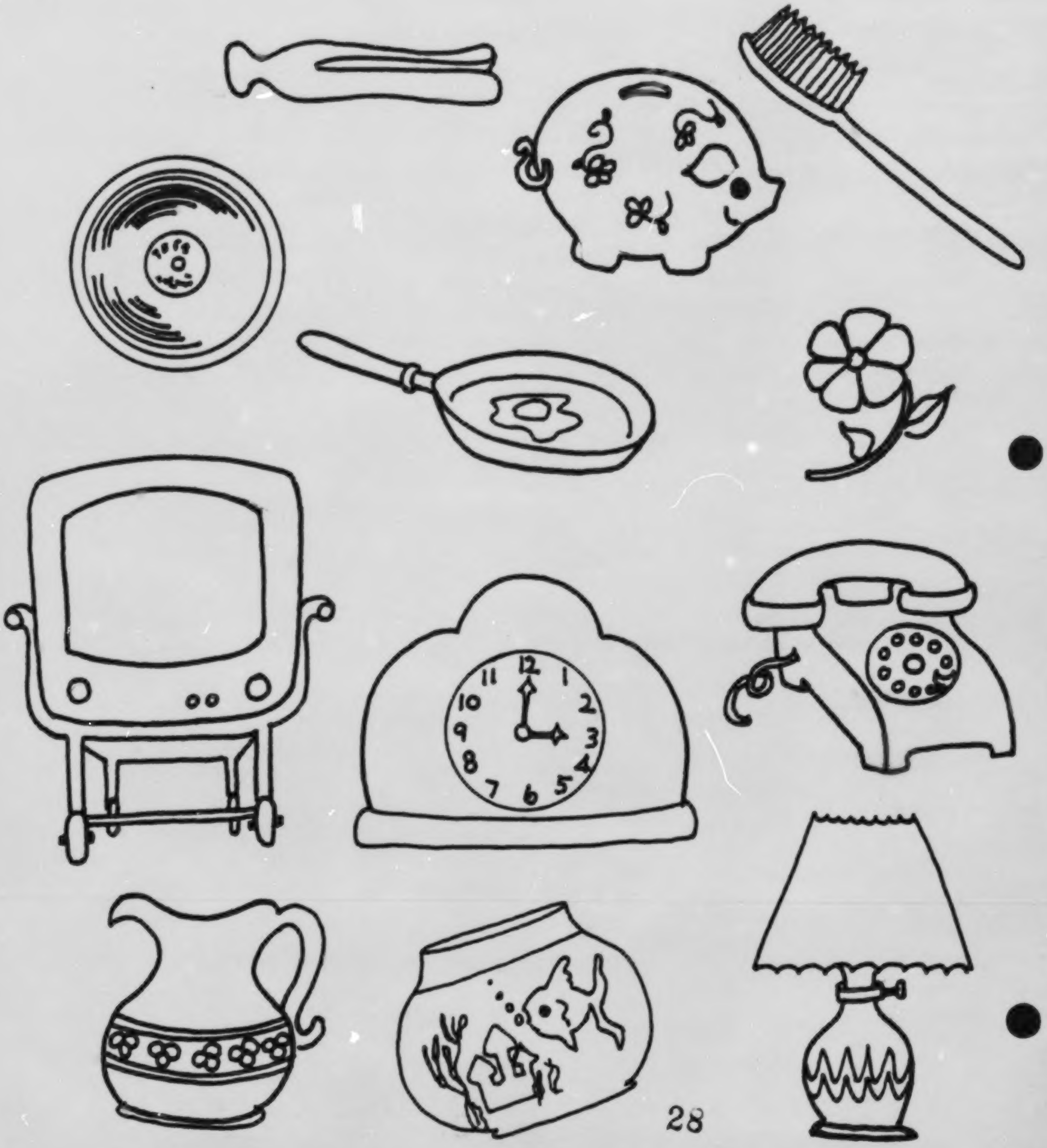
Provide students with pictures of various objects to study for two minutes. Turn sheet over and list as many items as can be remembered. (May also be done orally.)

Discuss aids to recall information with students. Practice several times, observing how individual students approach the problem.

NOTES:

27

Directions: Study for 2 minutes, then turn the sheet over. On a different sheet of paper, sketch or write the things you saw. There are 12 objects.


12
1
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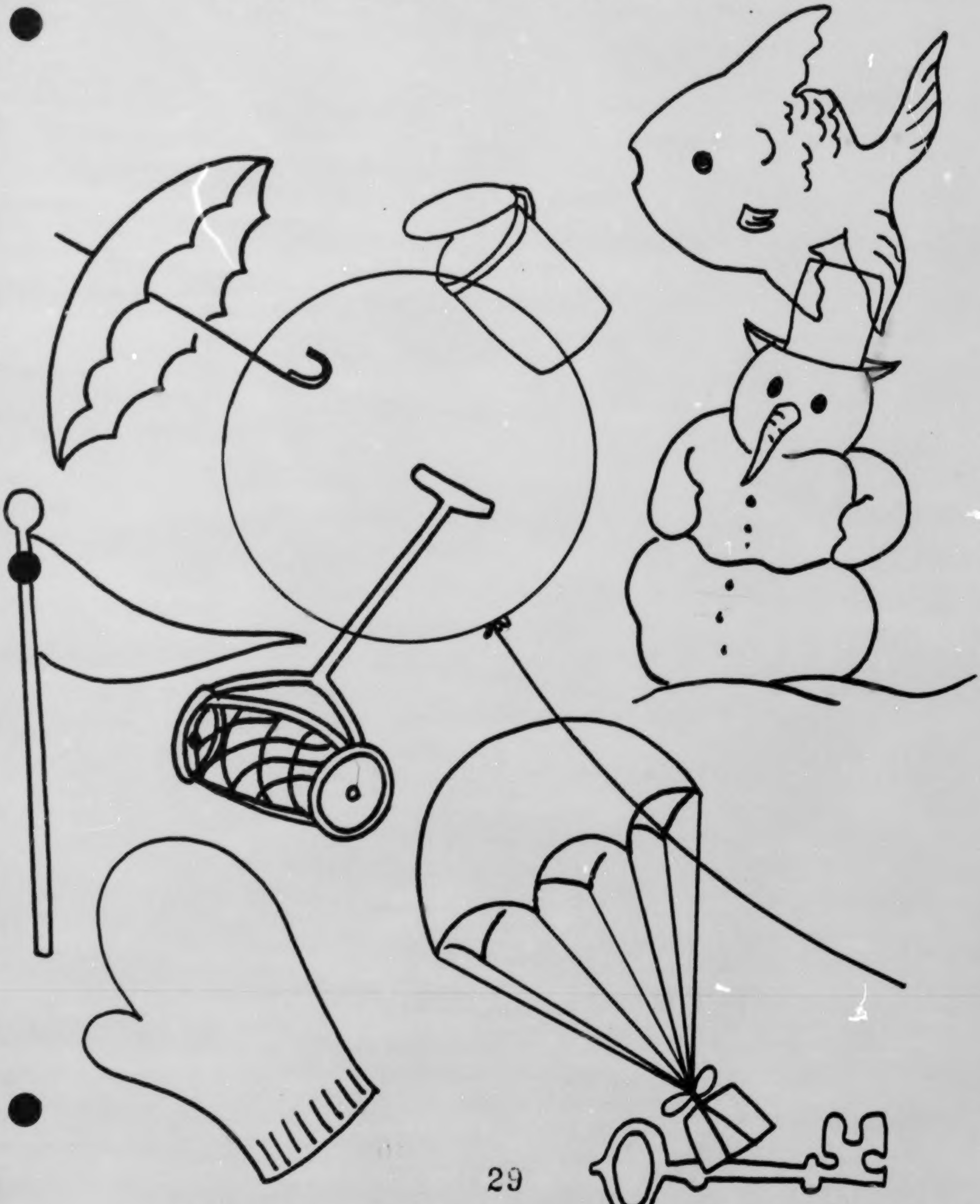
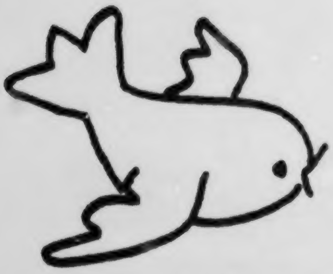
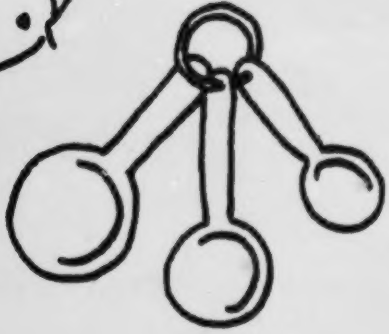
11

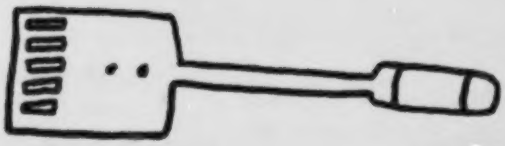
Directions: Study for 2 minutes, then turn the sheet over. On a different sheet of paper, sketch or write the things you saw. There are 11 objects.

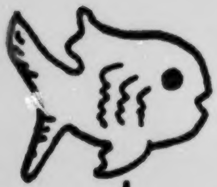


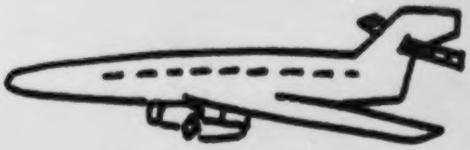
Directions: Study for 2 minutes, then turn the sheet over. On a different sheet of paper, sketch or write the things you saw. There are 14 objects.

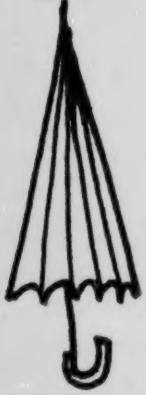


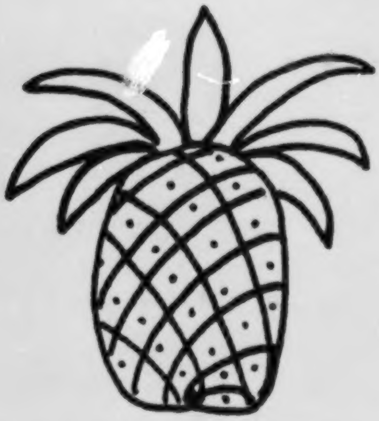


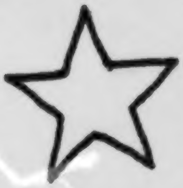


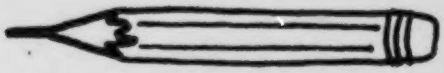


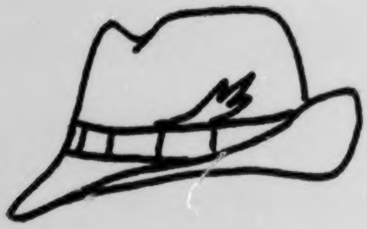


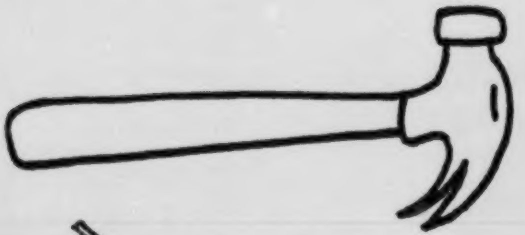


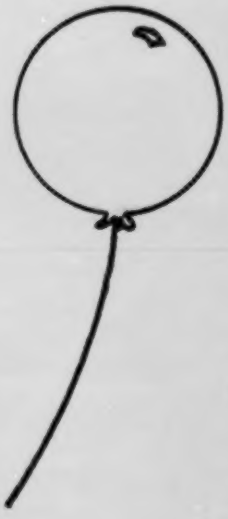


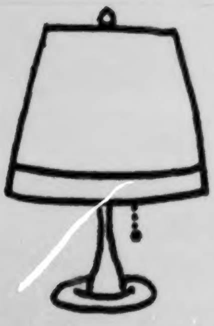


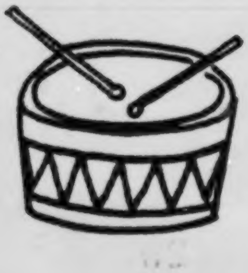




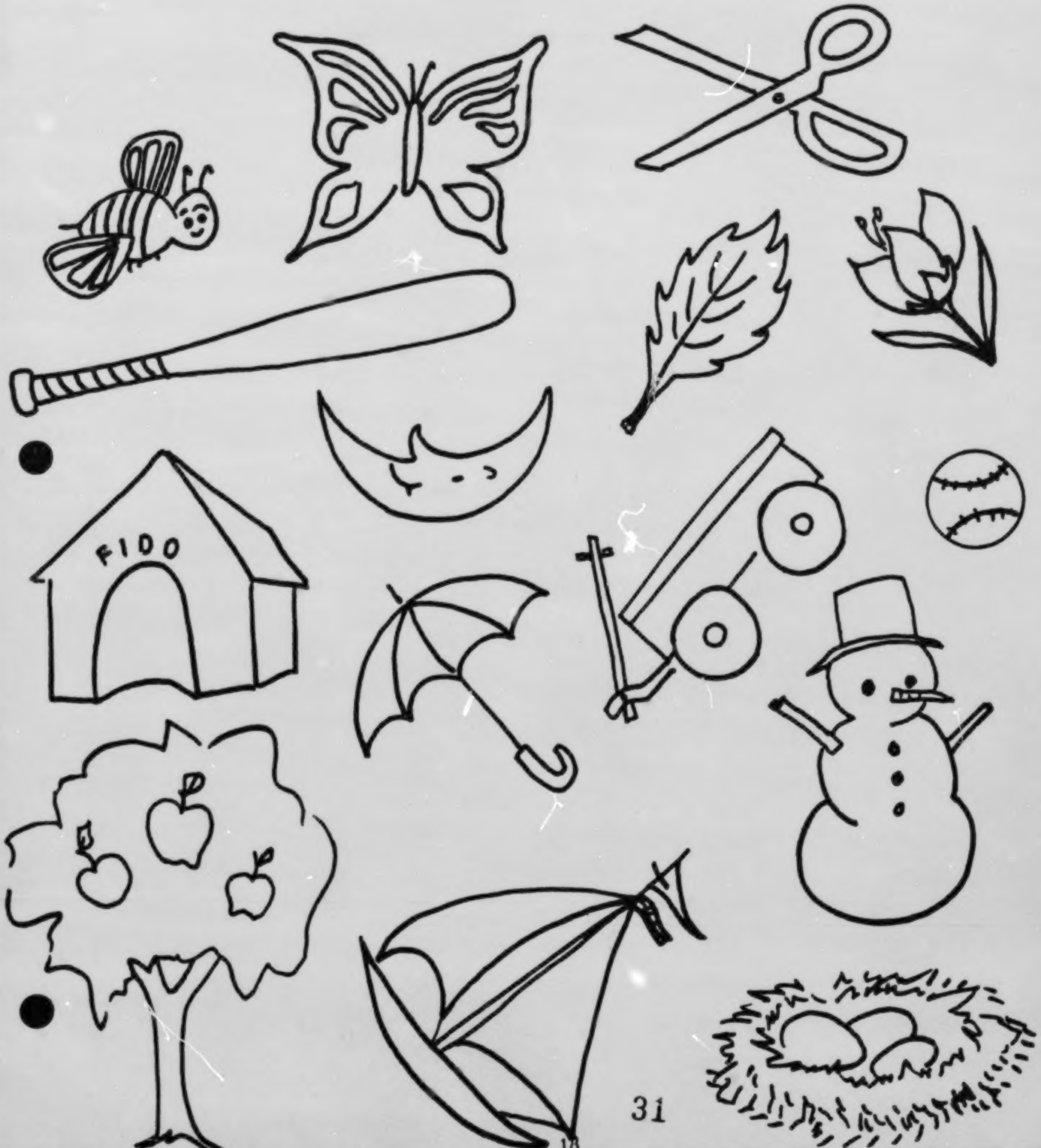








Directions: Study for 2 minutes, then turn the sheet over. On a different sheet of paper, sketch or write the things you saw. There are 15 objects.



IDENTIFICATION LESSON 2

CATEGORY: X Learning Characteristics

X Creativity

___ Leadership

LEVEL OF THINKING: Application/Synthesis

BEHAVIORS TO OBSERVE: Main: Recognizes relationships

Problem solving; Flexibility

Others: Memory; Originality

Playfulness, Fluency

Independent thinking; Task oriented

Lesson: Word Mazes

Preparation/Materials: Task sheet, paper, pencils (or crayons)

Activities:

Distribute task sheet and discuss directions. When students are able to solve the problem, they may write or draw the answer.

Design own mazes for friends to solve.

NOTES:

WORD MAZES

Directions: Pretend you are trying to pass a message from one person to another, but because some of the people don't get along they won't talk to one another. The arrows below show which people will talk to each other.

Try to get a message from Lois Lane to the President.

Superman ⟷ Perry White
Clark Kent ⟷ President
Lex Luthor ⟷ The Accomplice
Lois Lane ⟷ Superman
President ⟷ Strongman
Lois Lane ⟷ General Zod
Clark Kent ⟷ Jerell
Superman ⟷ The Accomplice
Lex Luthor ⟷ Clark Kent
The Accomplice ⟷ Eve

SAMPLE SOLUTION:

1. Lois Lane talks to General Zod.
2. General Zod talks to no one else. Dead End.
3. Lois Lane talks to Superman.
4. Superman is Clark Kent.
5. Clark Kent talks to the President.

Solution: Lois Lane ⟷ Superman ⟷ President

IDENTIFICATION LESSON 3

CATEGORY: ___ Learning Characteristics
X Creativity
___ Leadership

LEVEL OF THINKING: Application/Synthesis

BEHAVIORS TO OBSERVE: Main:
Creativity; Originality; Imagination
Enjoyment of creative process
Ability to improvise

Others:
Alert to possibilities; Independence
Communication skills
Facilitates

Lesson: Nonsense Imagery

Preparation/Materials: Silverstein, Shel, Where the Sidewalk Ends.
New York: Harper and Row, 1974.

Activities:

Read aloud and enjoy together, "If the World Was Crazy," from Where the Sidewalk Ends, a delightful poem full of nonsense imagery.

Sample: A big slice of soup
A whole quart of meat
An omelet of hats
Crisp cardboard toast

Describe and draw some or the phases.

Create own imageries that might be combined into a new poem.

NOTES:

IDENTIFICATION LESSON 4

CATEGORY: X Learning Characteristics
___ Creativity
___ Leadership

LEVEL OF THINKING: Analysis

BEHAVIORS TO OBSERVE: Main: Alert to possibilities
Recognizes relationships

Others: Flexibility, Fluency

Lesson: Classification

Preparation/Materials: Worksheet, pencils

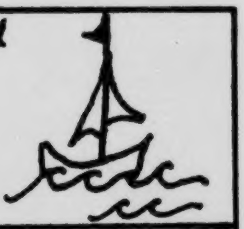
Activities:

Study pictures to determine what can be found in common between some of them. Encourage students to find as many different ways as they can to classify the pictures.

Design own picture sheets to share with each other.

NOTES:

Directions: Look at each picture. See if you can find something in common between some of them. Write what they have in common in Box B, and put the numbers of the pictures that have something in common. Repeat with different ideas pictures have in common. Try to fill all the boxes and use all the pictures. You may use each picture more than once.

1


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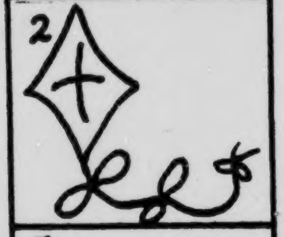

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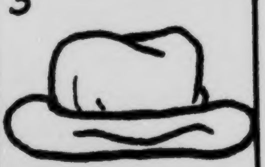

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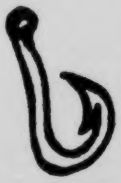

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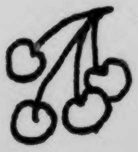

A Edible: 5, 9, 11	E
B	F
C	G
D	H

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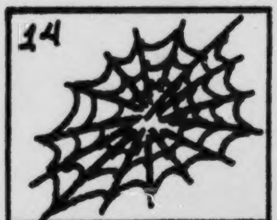

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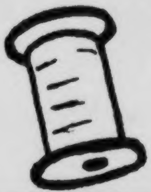

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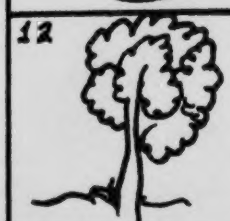

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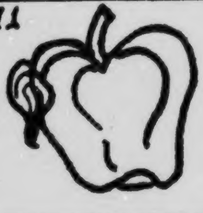

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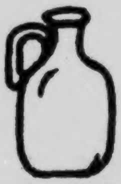

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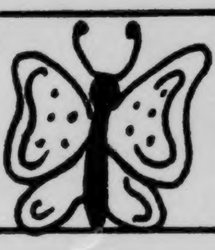

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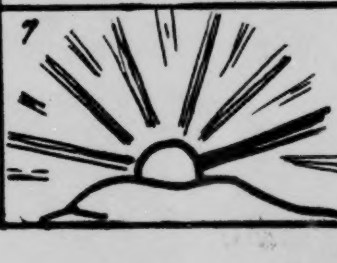

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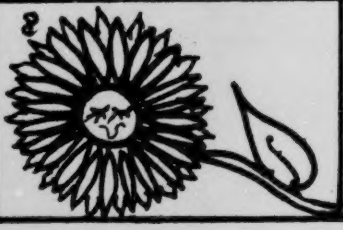

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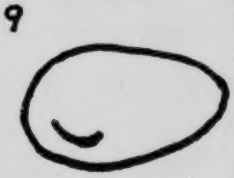


IDENTIFICATION LESSON 5

CATEGORY: X Learning Characteristics LEVEL OF THINKING: Synthesis

X Creativity

___ Leadership

BEHAVIORS TO OBSERVE: Main:

Alertness to possibilities

Originality; Imagination; Playfulness

Flexibility, Fluency

Others: Enjoyment of creative process

Lesson: What's Inside

Preparation/Materials: Plain paper, pencils, crayons

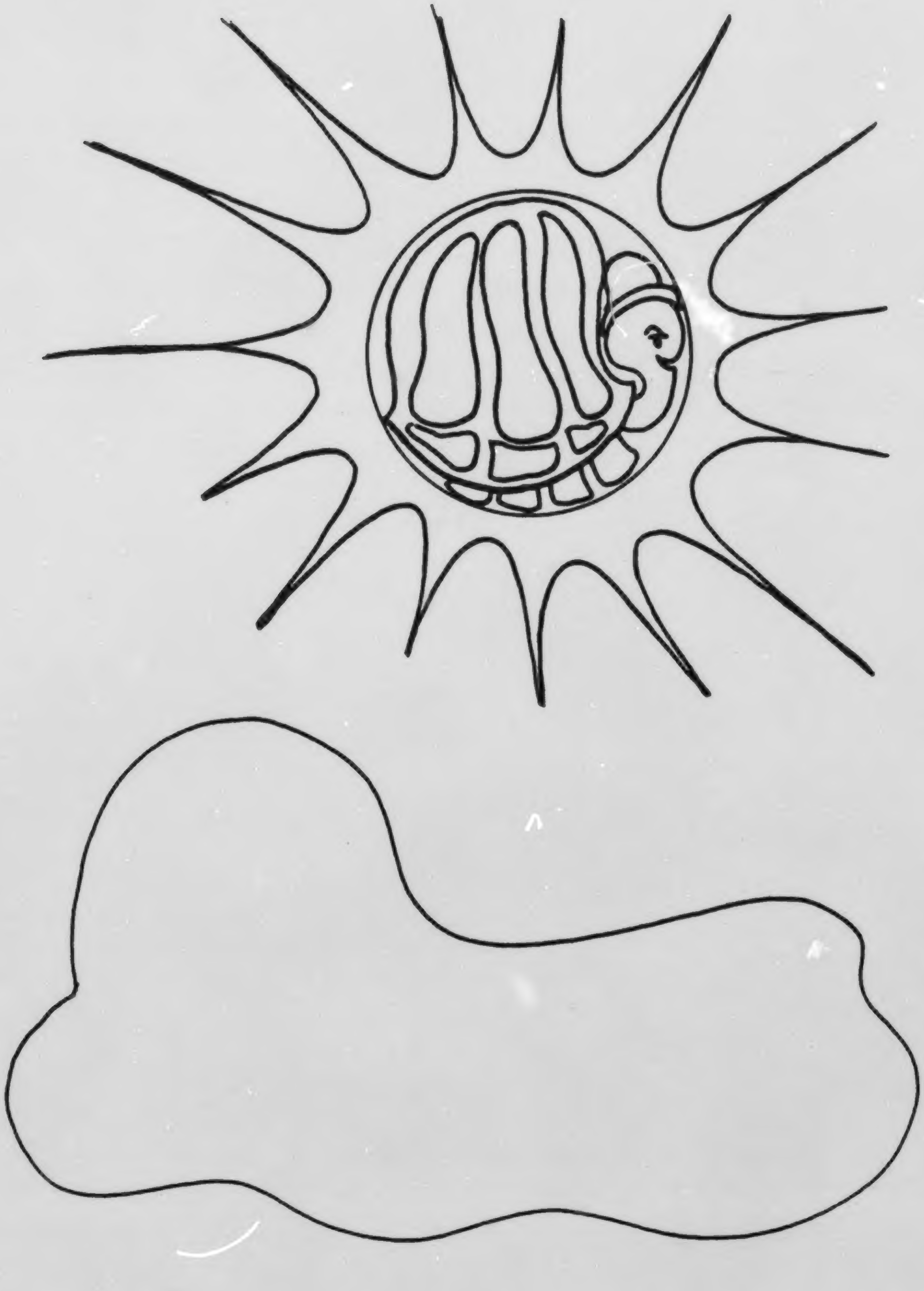
Activities:

Choose an object (e.g. a rainbow, a hat, a bath tub, etc.). On a plain sheet of paper, draw the outside shape. Inside the shape, draw what could be inside to give it such a shape. Explain why the object might be filled with what was chosen.

NOTES:

38

Directions: The sun has been "filled" with a turtle. Maybe the days pass slowly for this person. What do you think might give the cloud its shape? Why?



IDENTIFICATION LESSON 6

CATEGORY: X Learning Characteristics

___ Creativity

X Leadership

LEVEL OF THINKING: Analysis

BEHAVIORS TO OBSERVE: Main: Recognizes relationships

Organization

Others: Alert to possibilities

Flexibility

Lesson: "Fragmataz"

Preparation/Materials: Worksheet, pencil, lined paper

Activities:

Determine the definition of an unknown word by studying the examples of what the word is and is not.

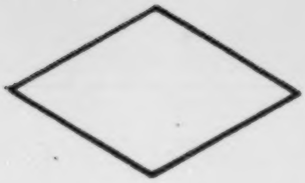
Make up own definitions of unknown words in similar form. Ask other students to determine, from the clues, what the word means.

NOTES:

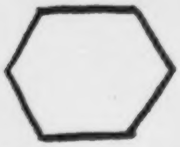
"FRAGMATAZ"

Consider:

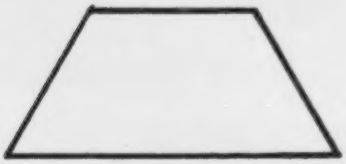
This is a fragmataz.



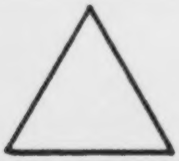
This is not a fragmataz.



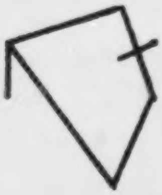
This is a fragmataz.



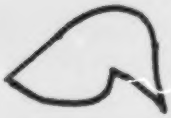
This is not a fragmataz.



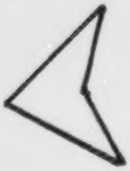
1. Is this a fragmataz?



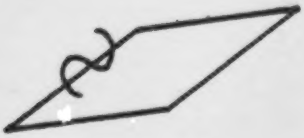
2. Is this a fragmataz?



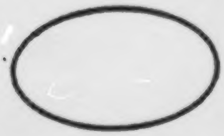
3. Is this a fragmataz?



4. Is this a fragmataz?



5. Is this a fragmataz?



6. What is a fragmataz?

IDENTIFICATION LESSON 7

CATEGORY: ___ Learning Characteristics

X Creativity

X Leadership

LEVEL OF THINKING: Analysis/Synthesis

BEHAVIORS TO OBSERVE: Main: Originality; Imagination; Flexibility

Communication skills

Others: Elaboration; Fluency

Enjoyment of creative activities

Comfortable in group. Facilitates; Ideas respected

Lesson: "Just Imagine"

Preparation/Materials: Paper, pencil

Activities:

Choose any object in the room, and ask children to try to visualize it as any small creature would (i.e. a flea hopping around it, a caterpillar crawling across it, etc.). Discuss and share different ideas about how the creature would feel, or talk, if it could.

Choose any other object in the room and write a short paragraph or story from the viewpoint of a small creature.

NOTES:

IDENTIFICATION LESSON 8

CATEGORY: X Learning Characteristics
X Creativity
X Leadership

LEVEL OF THINKING: Analysis/Synthesis

BEHAVIORS TO OBSERVE: Main: Recognizes relationships, Justifies decisions
Flexibility; Fluency
Independent thinking

Others: Alert to possibilities
Tolerates ambiguity

Lesson: Word Fun

Preparation/Materials: Task sheet, paper, pencil, chalkboard, chalk

Activities:

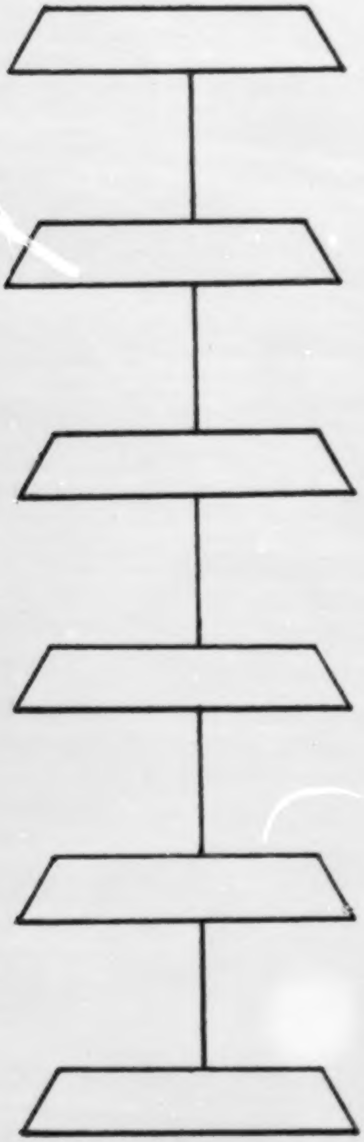
Choose a word, and construct a word chain by writing another word in the box below that is suggested by the first word (e.g. sky, cloud, rain, etc.). Continue doing this until all the boxes are filled. Boxes may be added, or the activity may be stopped, when students run out of ideas. Write a sentence, paragraph, or story from the connections.

Make a word tree where connections can be made in several directions.

NOTES:

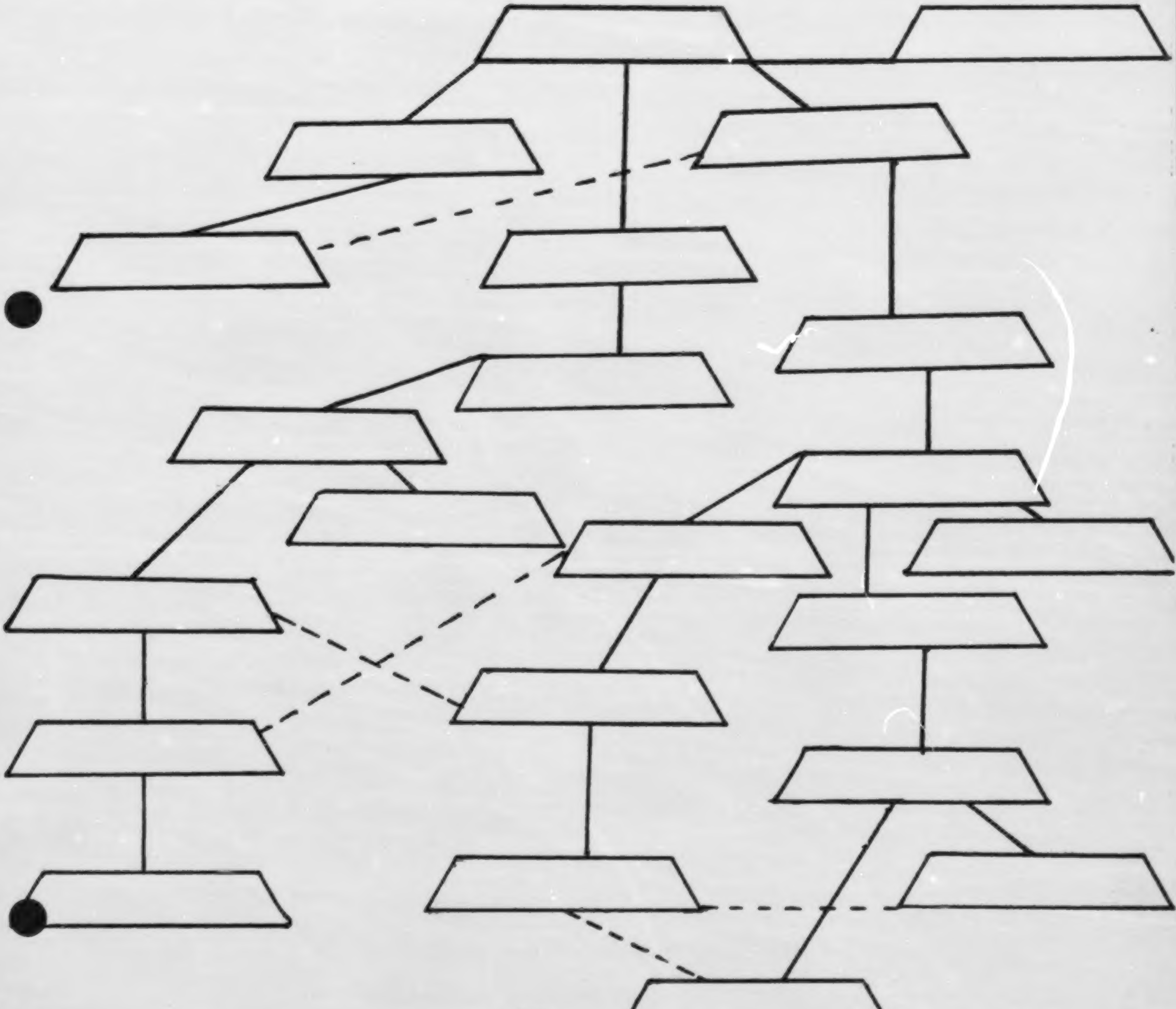
WORD CHAIN

Directions: Choose a word and put it in the top box. Does this word suggest a related word? Put it in the box beneath it. Continue your word chain until all the boxes are filled. (You may draw more boxes and continue on the back of your paper.)



WORD TREE

Directions: See how many "connections" you can make in these boxes to make a word tree. Be careful! Some of them will have to be connected more than once!



IDENTIFICATION LESSON 9

CATEGORY: X Learning Characteristics

X Creativity

___ Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main: Flexibility; Fluency

Alert to possibilities

Visualization

Others: Problem solving

Lesson: "Kayak"

Preparation/Materials: Worksheet, pencil

Activities:

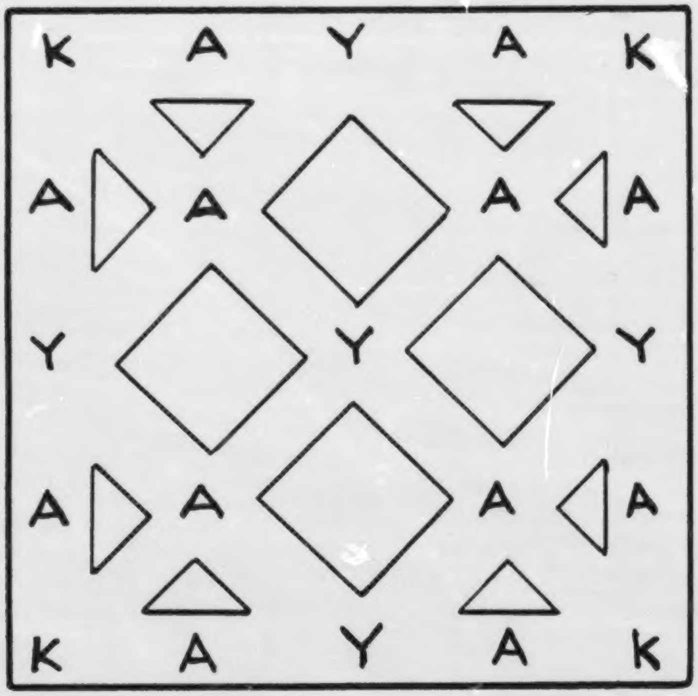
Use a letter maze to spell the word, "KAYAK," with as many different routes as possible.

Construct own letter mazes. Be careful, this is harder than you think!

NOTES:

ON A KAYAK

Directions: In this picture, see how many routes you can travel with your pencil to spell "kayak." You can go in any direction (forward, backward, up, down, or even reverse in mid-word), but you cannot skip letters, go around letters, or go through the walls!



IDENTIFICATION LESSON 10

CATEGORY: X Learning Characteristics
___ Creativity
___ Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main: Problem solving; Logical thinking
Alert to possibilities

Others: Flexibility, Risk-taking

Lesson: "Dot-a-lots"

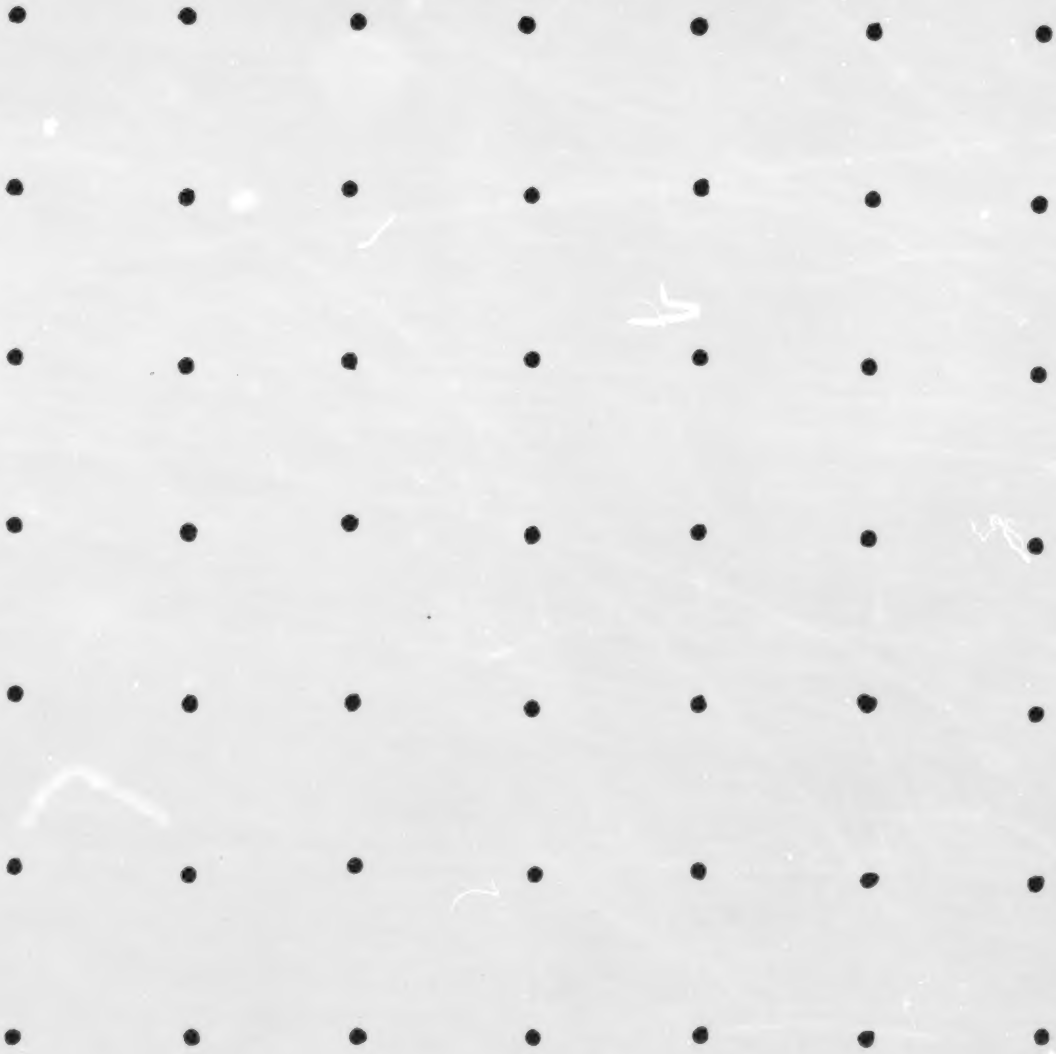
Preparation/Materials: Worksheets, pencils

Activities:

"Connect" -	Connect adjacent dots in pairs, by lines, either vertically or horizontally (not diagonally). Only 2 dots can be connected. The one who makes the last possible connection wins.
"Go for It" -	Start play at bottom left dot. Straight lines are drawn through as many dots as a player wishes. They may go up or across (to the right only). Direction of the line may not change during a turn. The one who lands on the top right dot wins.
"Crawl" -	Players draw lines in any direction, through any number of dots. They may not cross another line, close the shape, or turn a corner on any one turn. Lines must be started from where the previous player leaves off. The winner of this game is the one who draws the last possible line.
"Make a Square" -	One player uses an X, the other uses an O to mark the dots. The player who marks the dots that a square is formed with his symbol is the winner.

After playing each game several times, students try to figure out a strategy so that they can always win.

DOT-A-LOTS



IDENTIFICATION LESSON 11

CATEGORY: X Learning Characteristics

X Creativity

___ Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main: Originality; Improvisation; Flexibility

Fluency; Elaboration; Imagination

Independence

Others: Alertness to possibilities

Lesson: "Make a Picture"

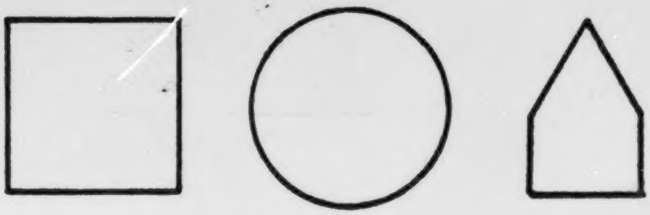
Preparation/Materials: Worksheets, pencils, crayons

Activities:

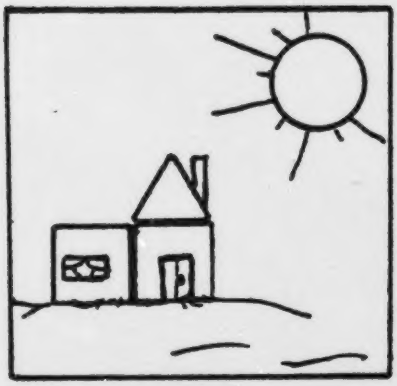
Use given shapes to make different pictures in the boxes.

NOTES:

MAKE A PICTURE



Directions: Make a drawing using the square, circle, and pointed shape. You can put them anywhere in your picture and they can be any size you want. Make each picture different and give each a title on the lines below. Small details may be added.



My house in the morning

IDENTIFICATION LESSON 12

CATEGORY: ☒ Learning Characteristics

☐ Creativity

☒ Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main: Problem solving; Reasoning; Recognition of relationships.

Others: Alertness to possibilities, Flexibility; Risk-taking; Tolerance for ambiguity

Organization; Comfortable in group; Facilitates

Lesson: "Reach For 20"

Preparation/Materials: None

Activities:

Children work in pairs and decide who will begin at "1." The goal is to make the other person say the last number, "20." Each child says one or two numbers in succession until the game is completed. When the game has been played several times, students discuss strategies and test their theories.

As the new activity continues, rules and/or number of players can be changed and new strategies discussed and tested.

NOTES:

IDENTIFICATION LESSON 13

CATEGORY: X Learning Characteristics LEVEL OF THINKING: Synthesis

___ Creativity

X Leadership

BEHAVIORS TO OBSERVE: Main: Problem solving; Reasoning; Logical thinking; Persistence

Others: Flexibility; Risk-taking; Tolerating ambiguity

Lesson: Tic-Tac-Toe, Variation

Preparation/Materials: Paper, pencil or chalkboard, chalk

Activities:

Play in groups of two. Take turns being the starting player for each game. A grid is made (#). The starting player chooses to be an "X" or an "O." Each player has the freedom, however, to change his mark at any time during the game, as often as he wishes. Once the mark is drawn, it may not change. The play continues with players marking in turn until one wins by being the last to make 3 of one mark in a row (vertically, horizontally, or diagonally).

NOTES:

IDENTIFICATION LESSON 14

CATEGORY: ___ Learning Characteristics

___ Creativity

X Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main:

Organization; Leadership

Task orientation

Comfortable in group; Facilitates

Others:

Problem solving; Alert to possibilities; Reasoning

Recall

Flexibility; Tolerates ambiguity; Fluency

Lesson: "What Is It"

Preparation/Materials: Strips of paper, one descriptive statement

Activities:

Work in groups to discover the identity of an object. Give each student one or two strips of paper (depending on size of group), with a statement that partially describes an unknown object. No one student should have enough information to solve the problem. Students share information and ask questions of one another to discover the identity of the object.

The same process can be used with a puzzle, each student getting only a few parts. Group members must work together to complete the puzzle.

NOTES:

"WHAT IS IT?"

1. It is often used with paper.
2. Part of it is metal.
3. It is portable.
4. Part of it is plastic.
5. It has parts that move.
6. When it gets empty, you load it.
7. It is useful in an office or school.
8. It is used inside.
9. It is not a toy.
10. You push it or squeeze it.
11. It connects things.
12. It can open.

* The object is a stapler.

IDENTIFICATION LESSON 15

CATEGORY: X Learning Characteristics   LEVEL OF THINKING: Analysis/Synthesis

___ Creativity

___ Leadership

BEHAVIORS TO OBSERVE: Main: Problem solving

Alertness to possibilities

Others: Flexibility

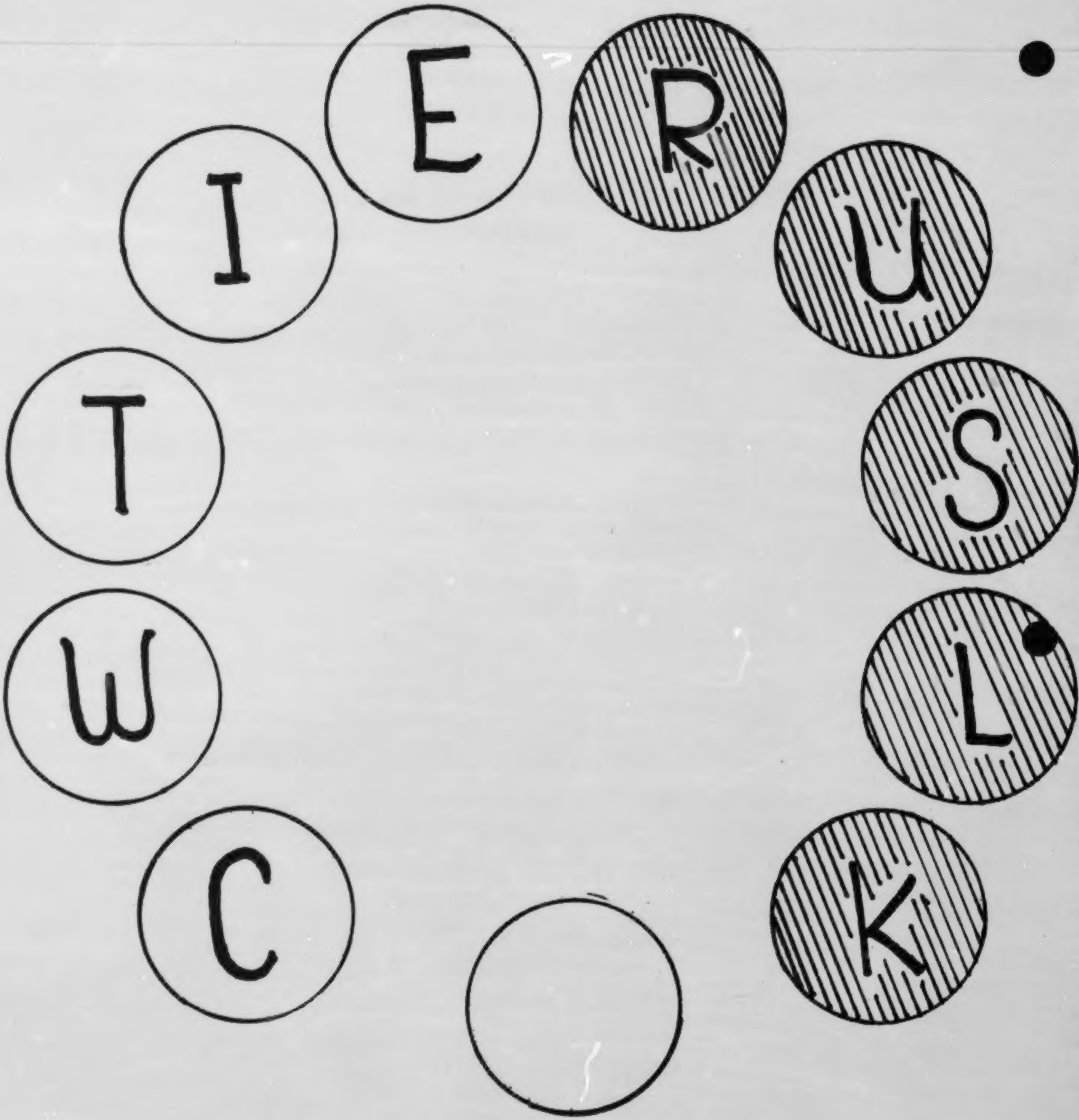
Lesson: "Slickerwut"

Preparation/Materials: Eleven tag board discs, marked with letters in "Slickerwut."

Activities:

Eleven discs are arranged in a circle, with the blank disc at the bottom. Darker markers move only clockwise, and lighter markers move only counter-clockwise. A disc may jump one of the opposite color, if there is a vacant space to land upon. The object of the game is to rearrange the letters from the starting order to spell "Slickerwut" in clockwise order with the blank disc at the bottom. It can be done in 26 moves.

NOTES:


E
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IDENTIFICATION LESSON 16

CATEGORY: X Learning Characteristics **LEVEL OF THINKING:** Synthesis

X Creativity

___ Leadership

BEHAVIORS TO OBSERVE: Main:

Alert to possibilities

Improvisation; Flexibility

Problem solving; Logic

Others:

Tolerates ambiguity

Fluency

Lesson: "Ghost Squares"

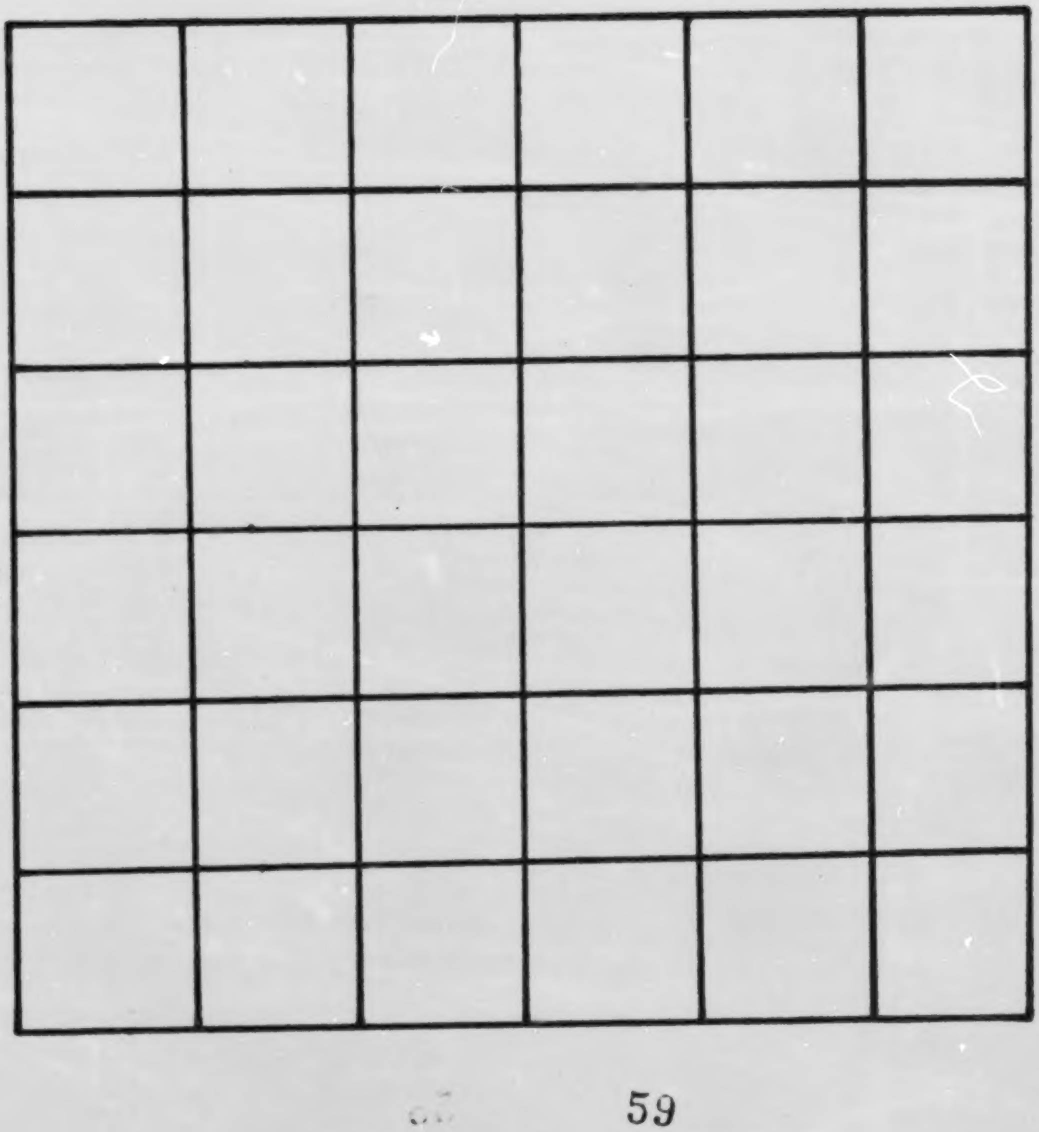
Preparation/Materials: Worksheet matrix, pencil

Activities:

The first player writes any letter in any square. The second player adds a letter in an adjoining square. If he can make a two letter word, he scores two points, and draws a line through the word. If not, player one tries to make a three letter word to score three points, and so on. The person finishing a word starts the new word after crossing out the word he completed. The player with the highest score when all possible boxes are filled is the winner.

NOTES:

GHOST SQUARES



IDENTIFICATION LESSON 17

CATEGORY: X Learning Characteristics

___ Creativity

X Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main: Reasoning, Problem solving

Others:

Lesson: "Oink"

Preparation/Materials: Pair of dice, pencil, paper

Activities:

The game is played with two to four players. The player's success depends somewhat on ability to make predictions based on probability and willingness to relinquish control of the dice.

The goal is to be the first to reach one hundred points by adding up the value shown on the dice. Players need not take turns and can roll as long as they wish. But, if a one comes up on one die, the score accumulated on that turn is lost, along with the turn. If a one comes up on both dice, the total accumulated score goes back to zero.

NOTES:

60

IDENTIFICATION LESSON 18

CATEGORY: X Learning Characteristics
X Creativity
___ Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main: Problem solving; Recognition of relationships
Improvisation; Fluency; Originality

Others: Task orientation

Lesson: "Word Circle"

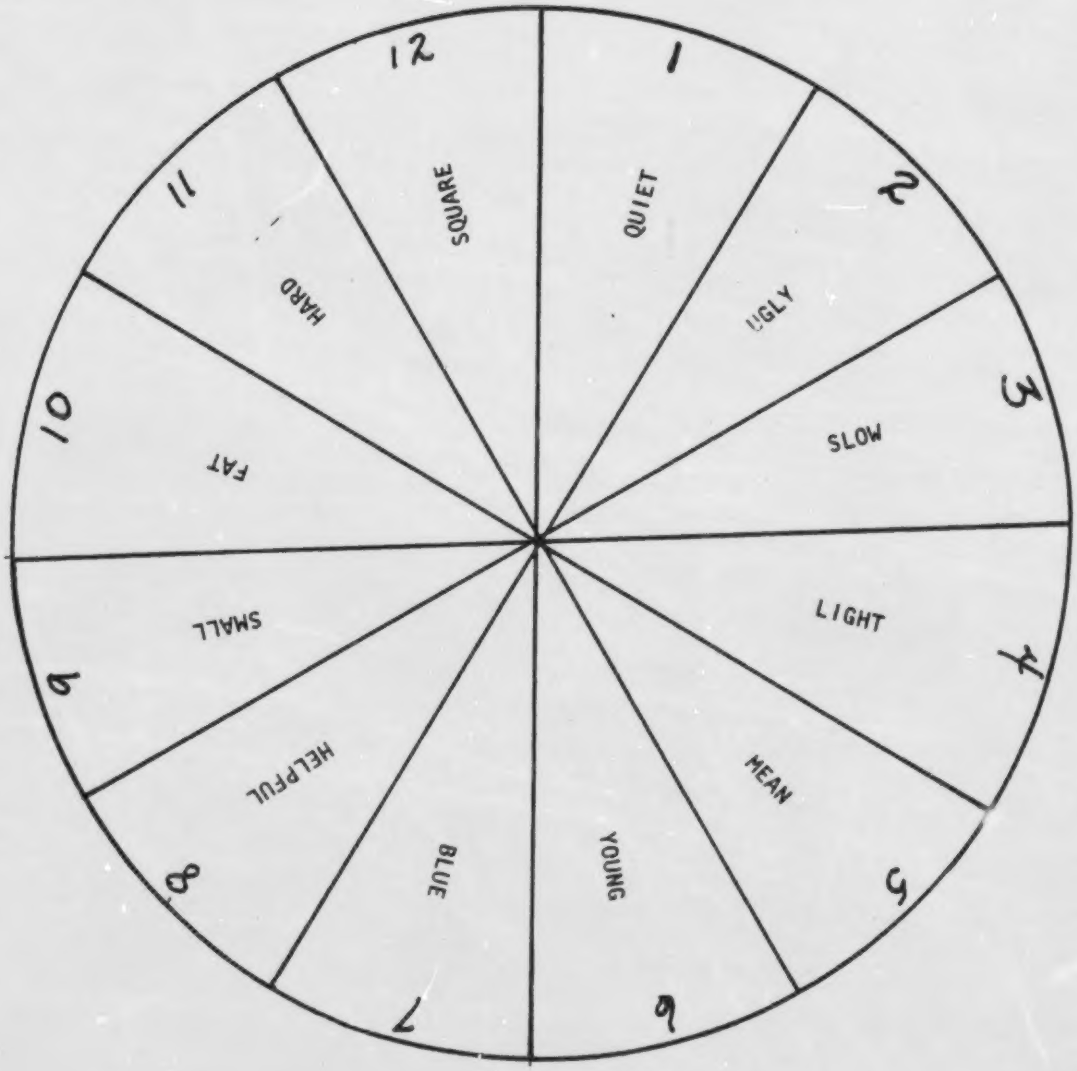
Preparation/Materials: Worksheet, "Word Circle," dice, pencil, paper

Activities:

Think of as many words as possible that can be suggested by the pairing of two words from the word wheel. Throw dice to determine which pairs of words are to be used. Example: The dice show a seven and an eleven, represented by blue and hard on the wheel. Appropriate answers might include ball, wall, block, etc. A time limit may be established.

NOTES:

WORD CIRCLE


1
QUIET
2
UGLY
3
SLOW
4
LIGHT
5
MEAN
6
YOUNG
7
BLUE
8
HELPFUL
9
SMALL
10
FAT
11
HARD
12
SQUARE

IDENTIFICATION LESSON 19

CATEGORY: X Learning Characteristics LEVEL OF THINKING: Synthesis

X Creativity

___ Leadership

BEHAVIORS TO OBSERVE: Main: Originality; Improvisation; Flexibility

Imagination

Tolerates ambiguity

Others: Recognizes relationships; Organization

Enjoyment of creative process

Communication skills

Lesson: "Make a Story"

Preparation/Materials: Four envelopes (with categories of words inside), paper, pencil

Activities:

Four categories of words (character, problem, location, trait), are placed in envelopes. Students draw one word from each envelope and organize a story suggested by the words. The story may be told orally or written down.

NOTES:

Character	Problem
young woman	alone
cowboy	sick
fireman	tired
professor	afraid
prime minister	in trouble
dwarf	poor
cannibal	lost
young man	no clothes
heroine	saw shadow
sailor	found jewels
athlete	very hot
princess	bored
zoo keeper	disliked
reporter	ship sinking
queen	late
witch	angry
spaceman	starving
elephant	thirsty
writer	in danger
snake	had nightmare
enemy	didn't study
pilot	lost brakes
congressman	drowning
kitty	expelled
clerk	bad grades
jockey	dirty
architect	in a strange place
rhinoceros	eaten whole

Location

on an island
in school
in the snow
at Disneyland
in a pool
at the beach
in the desert
at the antarctic
in the center of the earth
in a cloud
on a plane
at a party
while shopping
in a play
in a balloon
in East Africa
on the moon
on a space station
in the kitchen
in a cage
in a jungle
in an animal
in New York City
at the Super Bowl
in jail
on a mosquito

Trait

mean
funny
silly
moody
brilliant
dumb
ugly
gorgeous
fickle
loyal
full of energy
unhappy
cowardly
brave
strange
creative
mortified
insensed
athletic
clumsy
under stress

IDENTIFICATION LESSON 20

CATEGORY: X Learning Characteristics
X Creativity
X Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main: Reasoning; Logic; Problem solving
Application of past observation to present

Others: Risk-taking
Ideas respected; Assumes leadership; Facilitates

Lesson: "Time Warp"

Preparation/Materials: Paper, pencil, chalkboard, chalk

Activities:

Teacher says to class: "Imagine you have been in a 'time warp'. You have come out of this state, never to go back, 200 years from now. The environment is much as you left it, with good water, soil, and a limited amount of energy resources. But there is no life -- neither animals nor plants. Think of all the things you might need.

"List everything you should take with you in your time capsule -- everything you could possibly want or need."

After 10-15 minutes, students share lists with group. Record on board. Discuss validity of ideas.

NOTES:

IDENTIFICATION LESSON 21

CATEGORY: ___ Learning Characteristics LEVEL OF THINKING: Application/Analysis

_X_ Creativity

_X_ Leadership

BEHAVIORS TO OBSERVE: Main: Independent thinking

Flexibility

Ability to organize

Others: Alertness to possibilities

Originality; Fluency

Recall

Lesson: "Word Grids"

Preparation/Materials: Worksheet, pencil

Activities:

Warm-up exercises are used to encourage fluency: Name all the foods you can -- animals, names, states, etc. Time limits are set for each exercise.

Children are given worksheets with categories for them to produce elements that fit the classification.

Children can extend this by creating their own categories and classification on a blank worksheet for others to complete.

NOTES:

IDENTIFICATION LESSON 22

CATEGORY: X Learning Characteristics

X Creativity

___ Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main:

Alertness to possibilities

Originality; Improvisation; Elaboration

Tolerates ambiguity

Enjoyment of creative process

Others:

Lesson: "Squiggles"

Preparation/Materials: Worksheet

Activities:

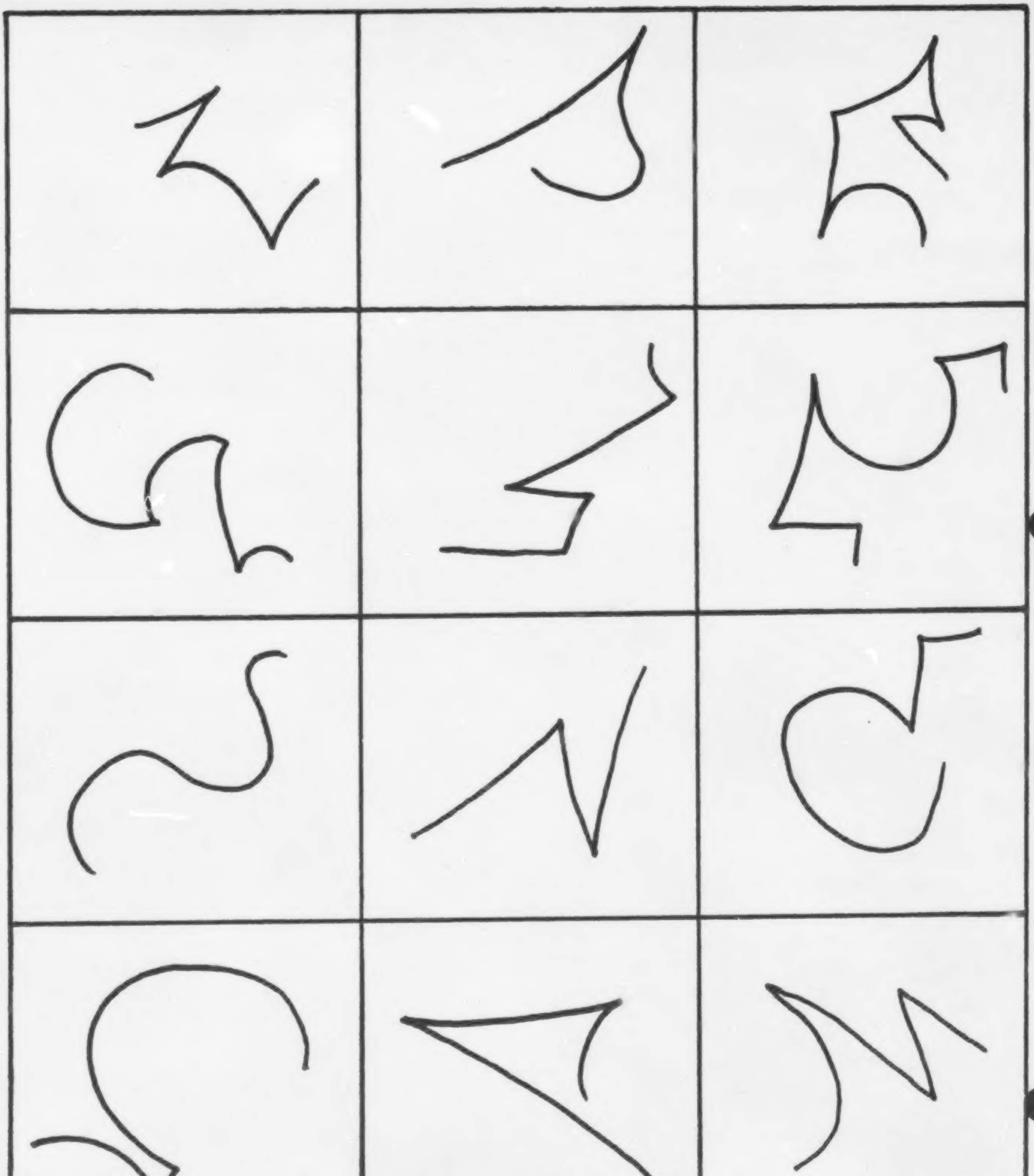
Students use the shapes shown to make pictures. Activity may be continued by having students create shapes for others to make into pictures.

NOTES:

69

SQUIGGLES

Directions: See if you can make a picture out of each shape.



IDENTIFICATION LESSON 23

CATEGORY: X Learning Characteristics **LEVEL OF THINKING:** Analysis/Synthesis

X Creativity

___ Leadership

BEHAVIORS TO OBSERVE: Main: Problem solving; Recognition of relationships

Others: Brings structure to things and ideas

Lesson: Non-verbal Analogies

Preparation/Materials: Worksheets, pencils

Activities:

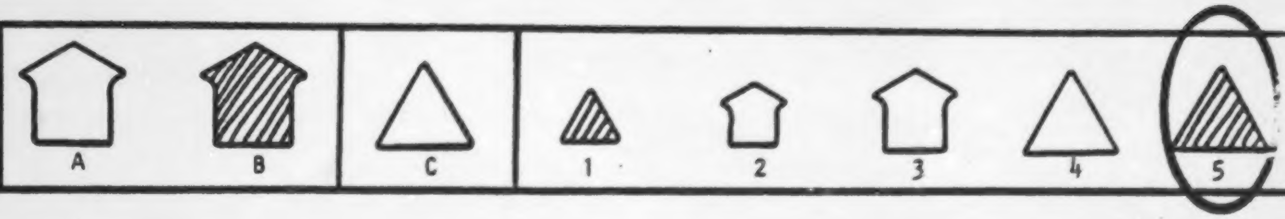
Directions: Look at the pictures in the first column and decide how they are related to each other. The picture in the middle column is related to one of the pictures in the third column in the same way. Which picture in the third column is related to the one in the middle?

(Students do the first one together. Other non-verbal analogies can be found in CREATIVE PRESCRIPTIONS UNLIMITED, by East Whittier City School District, Grades 1 and 2.)

NOTES:

Directions: Circle the correct answer. A sample is done for you below.

0



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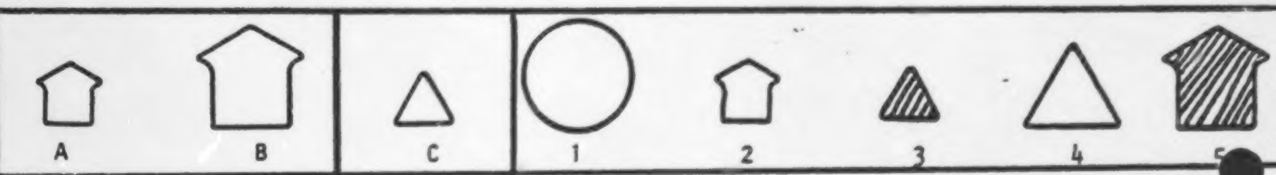

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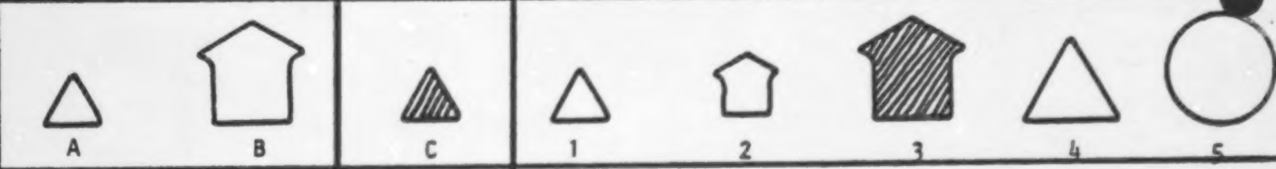

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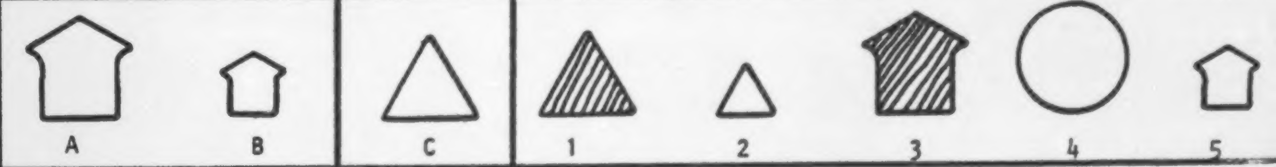

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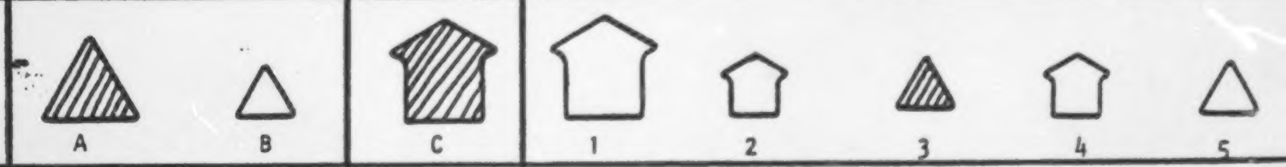

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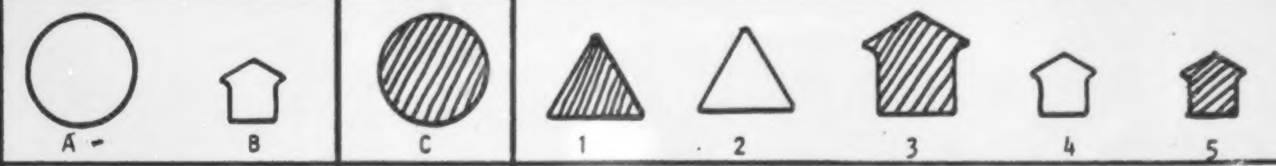

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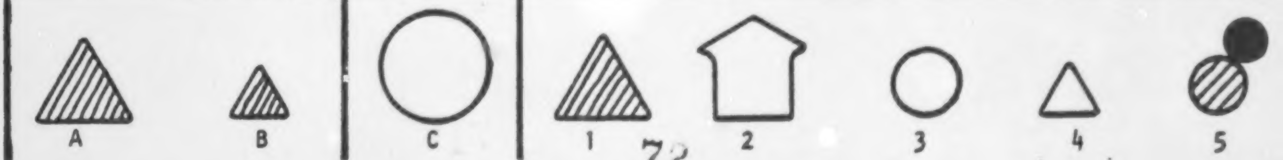


IDENTIFICATION LESSON 24

CATEGORY: X Learning Characteristics
__ Creativity
X Leadership

LEVEL OF THINKING: Synthesis

BEHAVIORS TO OBSERVE: Main: Problem solving; Reasoning
Task orientation

Others: Alertness to possibilities
Fluency

Lesson: Valuable Words

Preparation/Materials: Paper, pencil

Activities:

Assign a monetary value to the letters of the alphabet (i.e. A = 1¢, B = 2¢, etc.) Students find the value of their name. Compare to others in class.

Find as many $1 words as possible, or as many $ sentences as possible.

Variations: Assign double value to vowels and/or capitals. Change value of letters. Find the least valuable name, etc.

NOTES:

73

IDENTIFICATION LESSON 25

CATEGORY: ___ **Learning Characteristics** **LEVEL OF THINKING:** Synthesis

_x_ **Creativity**

___ **Leadership**

BEHAVIORS TO OBSERVE: Main: Flexibility; Originality; Elaboration

Imagination; Playfulness with ideas

Others: Alert to possibilities; Recognizes relationships

Memory; Recall

Enjoyment of creative process

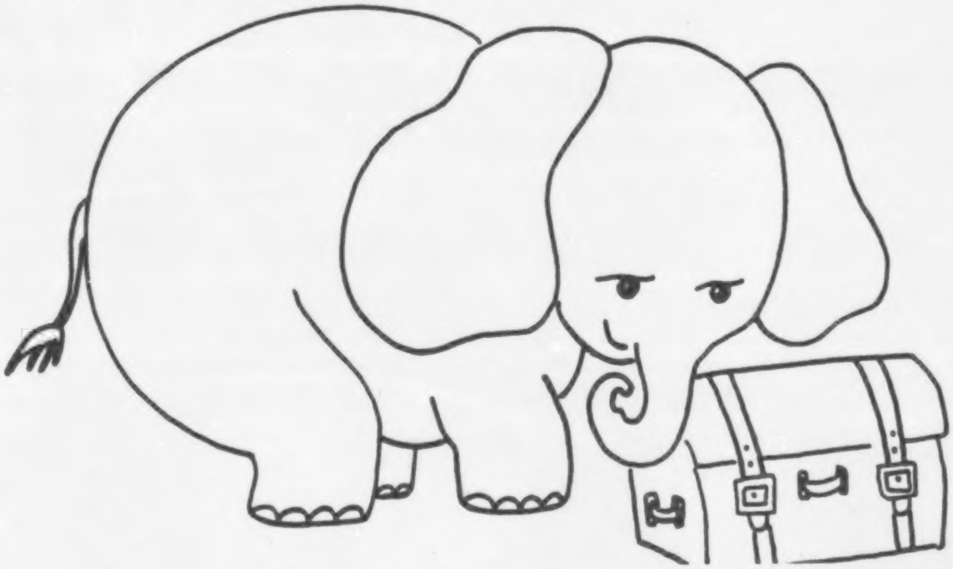
Comfortable in group; Facilitates

Lesson: Homograph Pictures

Preparation/Materials: Paper, pencil

Activities:

Define homograph. Think of as many homographs as possible. As an example of the task, students propose what a picture would look like if both meanings were used; i.e.:



An
Elephant's
Trunk

NOTES:

Students choose a homograph and individually design their own silly pictures.

"QUICK TAKES"

Find little words in big words.

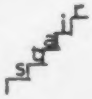
Make a maze and give to a partner to do.

Do 'What If's": you had an eye on the end of your finger?
a day were twice as long?
a fog fell over the earth and all we could see were feet?
there was no darkness?
our shadows were real?
automobiles were banned?
we walked backwards?

Be a writer on a T.V. show. Tell what your new show would be about, and who it would star.

How would our lives be different if we woke up one morning and were all twice as large.

Create word pictures (pictographs), i.e.:



Give as many titles as possible to nonsense pictures, i.e.:
Make nonsense pictures to go with titles.

Construct original similies, i.e.: as high as . . .

Draw a "community" picture with each child contributing a line in turn. Continue to repeat turns until picture is complete.

Complete a sentence using the given 4 or 5 letters, i.e.: P____D____T____H____.

(Variation on above.) Given 4 letters in the form of an equation, make as many word combinations as will fit, i.e.: F M = S P; Foggy Mornings = Sleepy People, or Fake Money = Slippery Profit, etc.

Invent a new holiday. Tell when it is, how and why it's celebrated.

Let ideas flow while thinking of answers to: "I could have been, but . . .
(Example: an oven, but I had no dough; I don't "cook", I get steaming mad.)

Make recipes for feelings. (Example: happiness salad, angry pizza, etc.)

Use letters of student's name to make a picture design to show who they are and what they are like.

Make a list of things you would put in a time capsule to be opened in 2050 to show what your world is like.

What words would you use if you could speak only 25 words for the rest of your life?

How are stairs like clouds?
How is a wall like shyness?
How is . . . (make up your own).

OBJECT-PERSON ANALOGY: When I'm frightened, I'm like a . . . (explain).

If all of the circles in the world were replaced by rectangles, how would the world be different? Name as many as possible.

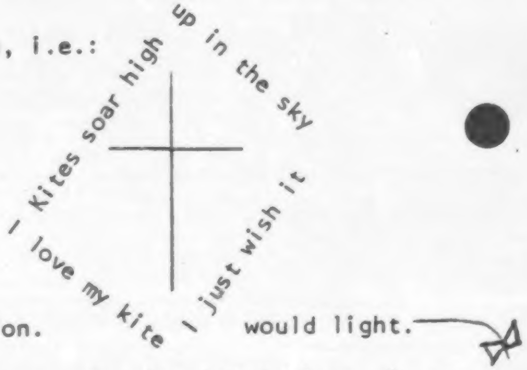
Write a conversation between parts of your car as it goes for the first drive of the day. Be sure to let the reader know who's talking.

What would a glass say to a drink?
. . . . . a dial to a finger?
. . . . . a (make up your own).

Explain to a U F O creature what a sneeze is.

React to the following: How high is the sky? Where does the light go when we turn out the lights? Where does an echo go? Is there sound if no one hears? What makes water blue in the ocean?

Write a short story or poem in the shape of the theme, i.e.:



Design a game you can play in the car while on vacation.

Using 4 lines, see who can cut a square into more pieces. Try it with 5 lines, 6, etc.

Design a way of packing eggs so that if dropped from 10' they won't break. Test your idea.

Write and illustrate a comic strip using a familiar fairy tale as the theme. Make a surprise ending.

Use a court setting to debate the guilt or innocence of Goldilock's breaking and entering.

Read a story and try to visualize it in your mind's eye. Describe it in as detailed a way as possible, using colorful language and vivid imagery.

Practice making evaluations by thinking about each day. What did you like? What would you change if you could?

APPENDIX

PLAN - SAMPLE

1. Needs Assessment

What Is	What Ought To Be	Need
1. Ethnic Composition 17% Hispanic (in room, school, or district). 3% Hispanic gifted (already identified).	Equal opportunity for identification as gifted, with a search process that involves everyone with knowledge of possible candidates.	___ Numbers needed to reduce discrepancy. Note: To be regarded as a possible goal - not an absolute.
2. Existing referral forms do not encourage input from varied sources.	A built-in reminder that different people have opportunities to observe students in their own cultural milieu.	___ Revision needed. ___ Revision not needed.
3. Existing efforts to search out giftedness do not reflect a planned strategy to make the search phase functional for all gifted children, including cultural minorities, specifically Hispanic.	On going efforts to provide appropriate data and feedback to staff and community members, including monitoring of effectiveness of efforts.	Develop strategies, data, lines of communications.

2. Strategy

Target	Need to Know/Content	Solution Alternatives
Teachers: Regular Bilingual Resource	--Characteristics of Gifted; Clues/Behavior; Needs. --Cultural differences that may impact on child --Curriculum suggestions to promote discovery of potential in classroom setting. --Clues (Behavior)	--Written guidelines --Planned in-service --Curriculum models --Feedback after students are assessed.
Administrator School District	--Characteristics of Gifted; Clues/Behavior. --Cultural differences that may impact on child --Needs of gifted --How to develop a school plan for implementation of "search" process, including needs assessment	--Inservice meetings --Model plan(s) for format --Provide input on ethnic distribution within gifted program - including progress reports
Parents	--Characteristics/needs of gifted --Cultural differences that may impact on child --"Clues" to discovering high academic potential --Appropriate enrichment activities/trips/materials --How to feed into the school process for identification	--Brochure/handout --Slide/tape awareness presentation. Sound track in alternate languages, e.g. Spanish --Group meetings (P.T.A., site councils, etc.) --Involvement of parents in planning activities --Parent Handbook

2. Strategy (continued)

Target	Need to Know/Content	Solution Alternatives
Support Personnel Psychologists Counselors Media Specialists	--Characteristics of Gifted; Clues/ Behavior; Needs --Cultural differences that may impact on child --Role of support personnel	--Inservice meetings
Community Leaders Leaders Youth Groups Service Organizations Family Service Assem. Other	--Characteristics of Gifted; Clues/ Behavior; Needs --Cultural differences that may impact on child --"Clues" to discovering high academic potential that may surface in a non-school setting. --How to feed into the school process for identification	--Personal contact --Brochure/handout --Slide/tape awareness presentation --Group meetings --Progress reports Informal Formal

3. Implementation (Strategy Plan-Search Phase)

Activity	Who Will Do	Time Line										
		S	O	N	D	J	F	M	A	M	J	Summer
(List activity)	(Assign resp.)	(Establish time frame)										
Sample: Develop slide/tape media presentation.	Program Coordinator A/N Specialist											X

PLAN - FORM

1. Needs Assessment

What Is	What Ought To Be	Need

2. Strategy

Target	Need To Know/Content	Solution Alternatives

3. Implementation (Strategy Plan-Search Phase)

Activity	Who Will Do	Time Line										
		S	O	N	D	J	F	M	A	M	J	Summer

ORANGE UNIFIED SCHOOL DISTRICT

GIFTED & TALENTED EDUCATION

Teacher Rating Scales/Pupil Characteristics

Introduction

The characteristics listed on the following pages have been derived from research studies of gifted and talented students. They are recognized as general indices of high academic potential.

Social, emotional, and developmental needs of students may influence the degree to which individual students manifest these characteristics at a given point in time, and other factors (cultural, environmental, economic, language) may cause them to be manifest in atypical ways.

The teacher, however, is in a unique position to observe the student in a variety of settings, and to offer opportunities for these characteristics to emerge. Your thoughtful rating will be combined with other data to arrive at the best possible estimate of academic potential.

Directions

Please rate the degree to which you have observed each characteristic in the student being considered.

A numerical total should be derived by multiplying the number of checks in each column by the given weighting factor. Comments are invited to clarify your perception of the student's academic potential.

11/80

(Over)

APPENDIX B
continued

TEACHER RATING FORM / STUDENT CHARACTERISTICS

Sample - continued

STUDENT ______________________ GRADE ______________________

TEACHER ______________________ DATE ______________________

Please check the appropriate degree to which you have observed the following characteristics in this student.

1	2	3	4
Seldom observed or Not applicable	Occasionally observed	Frequently observed	Observed most all the time

****

PART I *Learning Characteristics*	1	2	3	4
1. Reads well; has advanced vocabulary for age; comprehends meanings.	( )	( )	( )	( )
2. Demonstrates ability to concentrate; shows task persistence.	( )	( )	( )	( )
3. Shows intellectual curiosity; seeks knowledge beyond limits associated with age; is alert to possibilities.	( )	( )	( )	( )
4. Reasons well; recognizes relationships; is logical; applies past observations to new situations; questions critically.	( )	( )	( )	( )
5. Is making rapid growth transfer from one language to another.	( )	( )	( )	( )
6. Is displaying rapid growth in one or more academic areas.	( )	( )	( )	( )
7. Demonstrates problem solving abilities, (consider this within framework of student's own cultural milieu.)	( )	( )	( )	( )
8. Relishes challenge; is easily motivated.	( )	( )	( )	( )
9. Informal language is colorful, rich in imagery.	( )	( )	( )	( )
10. Has quick memory and recall of information.	( )	( )	( )	( )
11. Relates well to older children and adults.	( )	( )	( )	( )
12. Works and thinks independently; shows ability to think things out for self.	( )	( )	( )	( )
Column Total	( )	( )	( )	( )
x Weighting	1	2	3	4
= Weighted Column Total	( )	( )	( )	( )

TOTAL - Weighted Columns ____________

TEACHER RATING FORM / STUDENT CHARACTERISTICS

Sample - continued

Please check the appropriate degree to which you have observed the following characteristics in this student.

1	2	3	4
Seldom observed or Not applicable	Occasionally observed	Frequently observed	Observed most all the time

****

PART II *Creativity*	1	2	3	4
1. Demonstrates ability to improvise with common place ideas or materials.	( )	( )	( )	( )
2. Demonstrates strong sense of humor; may see humor in situations not readily apparent to others.	( )	( )	( )	( )
3. Is flexible; is willing to consider alternate solutions to problems; sees the unique.	( )	( )	( )	( )
4. Displays originality, using good, but often unusual methods or ideas.	( )	( )	( )	( )
5. Demonstrates ability to elaborate on ideas or products.	( )	( )	( )	( )
6. Demonstrates imagination; fantasizes easily.	( )	( )	( )	( )
7. Shows sensitivity to rhythm, beauty, color, emotional situations.	( )	( )	( )	( )
8. Perceives complexity as a challenge; is a high risk taker.	( )	( )	( )	( )
9. Tolerates ambiguity; willing to play with ideas.	( )	( )	( )	( )
10. Enjoys creative process almost as much, if not more, than product.	( )	( )	( )	( )
11. Is nonconforming; accepts being different.	( )	( )	( )	( )
12. Demonstrates fluency, ability to generate multiple solutions or alternatives.	( )	( )	( )	( )
Column Total	( )	( )	( )	( )
x Weighting	1	2	3	4
= Weighted Column Total	( )	( )	( )	( )

TOTAL - Weighted Columns ______________

TEACHER RATING FORM / STUDENT CHARACTERISTICS

Sample - continued

Please check the appropriate degree to which you have observed the following characteristics in this student.

1	2	3	4
Seldom observed or Not applicable	Occasionally observed	Frequently observed	Observed most all the time

****

PART III *Leadership*	1	2	3	4
1. Demonstrates ability to organize and bring structure to situations, things, people.	( )	( )	( )	( )
2. Is self-confident and self-reliant, relating well to adults as well as peers.	( )	( )	( )	( )
3. Thoughts and ideas are sought after and respected by others.	( )	( )	( )	( )
4. Has good communication skills; gets ideas across effectively.	( )	( )	( )	( )
5. Adapts readily to new situations and people.	( )	( )	( )	( )
6. Assumes leadership roles easily (may be negative or positive.)	( )	( )	( )	( )
7. Shows concern for others; is concerned for the "greater good."	( )	( )	( )	( )
8. Is action oriented; becomes involved with problem-solving activities.	( )	( )	( )	( )
9. Senses needs of others and tries to assist.	( )	( )	( )	( )
10. Is comfortable in group situations; generally leads activity in which s/he is involved.	( )	( )	( )	( )
11. Accepts contributions of others; facilitates and directs efforts.	( )	( )	( )	( )
12. Seems to have natural charisma.	( )	( )	( )	( )
Column Total	( )	( )	( )	( )
x Weighting	1	2	3	4
= Weighted Column Total	( )	( )	( )	( )

TOTAL - Weighted Columns ____________

APPENDIX D

SCREENING FORM

SAMPLE

To be completed by staff designated by local school administrator.

A. Teacher Rating Scales of Pupil Characteristics, attached.

Trends: ______________________

____

____

Learning Char. ______________________

Creativity ______________________

Leadership ______________________

B. Record available information related to IQ testing and results of tests administered as part of screening process.

Date of Test	Name of Test	Results
________	________	________
________	________	________
________	________	________

Pertinent Comments:

____

____

____

____

C. Record latest grades in academic subjects:

K-6		Summary: Teacher Comments
Reading	___	______________________
Language	___	______________________
Mathematics	___	______________________
		______________________
		______________________

D. Indicate factors to be considered:

___ Cultural Differences

___ Language

___ Environment

___ Economic

Comments: ______________________

____

____

____

E. Record results of latest achievement tests:

1. Test __________ Date of Test __________

Subject	%ile	Grade Pl.
Reading (Total)	____	______
Vocabulary		
Comprehension		
Language (Total)	____	______
Spelling	____	______
Mechanics	____	______
Expression	____	______
Mathematics (Total)	____	______
Computation	____	______
Concepts	____	______
Application	____	______
Total Test	____	______
Reference Skills	____	______
Science	____	______
Social Studies	____	______

2. Areas of unusual progress/achievement.

____

____

____

____

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APPENDIX E

DOCUMENTATION

To Be Completed By the Identification/Placement Committee

Comments:

___ 1. The student has an individual test of mental maturity at or above the 98th percentile. (Attach test writeup.)

___ 2. High academic potential is indicated by specific subtest scores ( ), observational or situational indices ( ).

___ 3. The student is high achieving and academically motivated as demonstrated by objective tests ( ), daily performance ( ), product review ( ), grades ( ), teacher ratings ( ).

___ 4. The student has an individual test of mental maturity score below the 98th percentile, but validity of score is questioned because of cultural ( ), language ( ), environmental ( ), economic ( ) factors.

___ 5. The student is demonstrating high academic potential within the context of cultural ( ), language ( ), environmental ( ), economic ( ) factors.

___ 6. The student has high academic potential (top 2% but demonstrates relatively low levels of achievement as indicated by objective test data ( ), daily performance ( ), grades ( ), teacher ratings. ( ).

IDENTIFICATION LESSON ___

CATEGORY: ___ Learning Characteristics

___ Creativity

___ Leadership

LEVEL OF THINKING: ___

BEHAVIORS TO OBSERVE: Main: ___

Others: ___

Lesson:

Preparation/Materials:

Activities:

NOTES:

GATE-WAY TO SUCCESS

HISPANIC GIFTED PROGRAM

Instructional Guide

... an Elementary-Secondary
Education Act (ESEA),
Title IV C Exemplary/
Incentive Project

ORANGE UNIFIED SCHOOL DISTRICT
© September, 1981

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Gale Pattison

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ACKNOWLEDGEMENTS

The units in this instructional guide were prepared by teachers in the Orange Unified School District program for gifted children. Their combined expertise in teaching gifted children, in grade level curriculum, and in preparing work that reaches the highest level of thinking in Bloom's Taxonomy, make the gifted program an excellent one in Orange. Acknowledgement of their work is gratefully given to:

Margie Burch.......Grade four literature & social studies units

Sally Gage.........Grades five & six literature units

Ann Boulter
Susan Harris.......Grades five & six social studies units

Ruth Betow.........Grade five Family History unit

Nancy Gerhard......Grades four - six Writing Skills unit
Grade six Multicultural Literature unit

Guidance in the writing of these units was provided by Maxine Schenck, Coordinator, Gifted & Talented Education, Orange Unified School District, and Nancy Gerhard, Disseminator, GATE-WAY TO SUCCESS, The Hispanic Gifted Program, Orange Unified School District.

GATE-WAY TO SUCCESS

The Hispanic Gifted Program

Instructional Guide

Introduction

This instructional guide is designed to provide guidelines for setting up a program with a strong emphasis on multicultural awareness for gifted students. It is also intended to serve as a guide for providing a program with emphasis on the upper levels of thinking according to Bloom's Taxonomy...application, analysis, synthesis, and evaluation. It does not take the place of a basic educational program, but it shows how to extend that basic education to include the thinking skills which gifted youngsters will need as they pursue their higher education and go on to become leaders in society.

Under AB 1040, the law providing for education of gifted and talented students, each district designs a program which will meet its needs in educating these children. These units can be used in a variety of settings. In Orange, we have a special day class setting, where youngsters attend school in special classes for gifted children. The units can easily be adapted for use in a pull-out program or they can be used as enrichment in the regular classroom.

Although the units are described in fairly complete detail as to the major activities, the most important factor for success in using them is the teacher who is aware of the differing needs of children. This teacher will make an effort to meet those needs through skillful manipulation of the curriculum. A particular need of gifted children in general and our target students in particular was to develop the skills of pacing and time management.

The target students of this project, gifted Hispanic children, brought an additional educational problem with them into the program. Because many of them are bilingual, their English vocabulary, reading, and language skills were not equal to those of the monolingual students who make up the majority of students in the program. An emphasis on English language skills, reflected in the Writing Skills unit and help provided them through skills grouping in the classroom and the resource room, made the difference for these children. The CTBS testing program, done annually in our gifted program, reflected growth of from two to five years for our target students in the areas of emphasis: reading vocabulary, reading comprehension, language mechanics, and language expression. Although their entering CTBS test scores were lower than those of monolingual children in the program, their scores at the end of the three year program, grades four through six, were at the median for the gifted program as a group, and individual target students scored near or at the top of the test (12.9 grade equivalent) given in the sixth grade.

The contents of the Instruction Guide are arranged with a Curriculum Overview in the front of the guide. This gives a framework for easy reference. All units listed in the Curriculum Overview are not amplified in the Instructional Guide section, but sample activities are provided for those who wish to develop their own units.

Introduction (Continued)

Following the Curriculum Overview section are the amplified units which were developed to meet the needs of the gifted program and provide multicultural emphasis. At the end of the book is an Appendix, listing the commercial materials used by the teachers in the program to increase language skills for target students.

It is hoped that this Instructional Guide will provide the guidance and resources necessary to develop excellent instructional units in districts seeking to duplicate this Title IV-C project.

CURRICULUM OUTLINE

CURRICULUM AREA: Literature, Grade 4

CONTENT/CONCEPT	ACTIVITIES
Demonstrate proficiency at least two years above grade level on reading objectives set for all students in the Orange Unified School District.	Refer to activities specified in regular curriculum for vocabulary development, word atttack skills, and comprehension. Differentiate for gifted students by selecting activities requiring application, analysis, creative interpretation, and evaluation.
Reading Skills Vocabulary Speed Comprehension	Work with Controlled Reader to increase reading speed and vocabulary. Utilize individualized reading kits to improve skills and comprehension. Analyze words that are similar in spelling from Romance languages (Spanish, French, Italian.) Look up Latin counterpart.
Mother Goose Unit Rhyme Form Alliteration Personification	Analyze Mother Goose poetry for rhyme, form, alliteration, personification. Create an article for Mother Goose newspaper to be produced by the class.
*Poetry Unit Elements of Poetry Similes Metaphors Rhyming Verse Free Verse Limerick Cinquain Haiku	Analyze poetry for main idea expressed. Learn to identify similes and metaphors; create example of them. Identify and apply alliteration, onomatopeia. Analyze and create poems in each form described: rhyming verse, free verse, limerick, cinquain, haiku.
*Island of the Blue Dolphins Unit Literary Form Characterization	Analyze problems faced by character in this novel. Role-play a situation from a novel studied.
*Three Without Fear Unit Characterization	Record in a notebook similarities, differences, cultural knowledge of the three main characters. Discuss examples of courage. Plot the journey on a map. Evaluate items in terms of usefulness in a survival situation. Write story describing a different setting and character in a struggle for survival.

*Throughout this guide, all starred units may be found in the Appendix developed in-depth.

MATERIALS	CRITERION MEASURE
Refer to curriculum materials in regular program.	Refer to criterion measures in regular program.
Controlled Reader (Level E-G, Combo 8).	Progress Chart
Barnell-Loft, Specific Skills Reading Kit; Scholastic Reading Kit	Progress Chart Individual Conference Records
Collection of Mother Goose Stories	Product: Mother Goose Newspaper Teacher tests
Louis Untermeyer, Ed. The Golden Book of Poetry Collection of poetry books	Product: Student poetry, utilizing elements studied to demonstrate learning. Teacher tests
O'Dell, Scott, Island of the Blue Dolphins	Product: Stories written by students, role playing
DuSoe, Robert, Three Without Fear	Notebooks Map Stories by students

CURRICULUM AREA: Literature, Grade 4

CONTENT/CONCEPT	ACTIVITIES
*Mythology Unit	
Literary Elements in Myths	
Personification	Study myths, compare elements common to all myths. Create an Roman and Greek gods...names, kingdoms ruled, etc.
*Newspaper Unit Elements Application of Index	Analyze elements of a newspaper: front page, editorials, comics, features, etc. Use index to locate features. Create a class newspaper containing major elements of a newspaper.

MATERIALS	CRITERION MEASURE
Collection of mythology books, including myths from other cultures.	Product: Student-created myths, encompassing elements studied. Teacher tests
Newspapers, such as The Register, The Los Angeles Times, Scholastic newspapers, etc.	Student-created newspaper, containing all elements studied.

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CURRICULUM AREA: Literature, Grade 5

CONTENT/CONCEPT	ACTIVITIES
Basal reading program to enable students to reach a reading expectancy based on predicted ability.	Refer to activities specified in regular curriculum for vocabulary development, word attack skills, and comprehension. Differentiate for gifted students by selecting activities requiring application, analysis, creative interpretation, and evaluation. Correlate literature units with social studies.
Reading Skills Vocabulary Speed Comprehension	Work with Controlled Reader to increase reading speed and vocabulary. Utilize individualized reading kits to improve skills and comprehension. Analyze words that are similar in spelling from Romance languages (Spanish, French, Italian). Look up Latin counterpart.
*Newbery Award Winners Unit Literary Elements: Theme Mood Characterization Personification	Demonstrate evidence of feeling or emotion executed through personification. Investigate vocabulary used to develop characterization. Demonstrate evidence of feeling or emotion. Recognize elements of a novel (i.e. setting, characters, plot, conflict, theme.) Identify literal and inferred character traits. Define and recognize personification.
*Folk and Fairy Tales Unit Universal Themes Extend Literary Elements from Newbery Award Unit	Discuss and compare creation stories. Analyze folk tales for theme. Compare elements common in folk tales from around the world. Discuss problem-solving techniques of characters. Illustrate stories. Role-play stories or create a play. Write stories as ballads or poems. Analyze story parts: Plot, Setting, Point of View, Theme, Mood, Tone and Characterization. Change plot and characters and predict new outcomes. Discuss underlying morals or messages inferred by stories.

MATERIALS	CRITERION MEASURE
Refer to curriculum materials in reading, Grade	
Controlled Reader (Level E-G, Combo 8)	Progress Chart
Barnell-Loft, Specific Skills Reading Kit: Scholastic Reading Kit	Progress Chart Individual Conference Records
Class sets of Newbery Winners Class sets of Newbery Honor books	Publisher made tests and student log worksheets Oral reports, group discussions, using predetermined criteria: 1. Content 2. Recognize injustice 3. Recognize other points of view 4. Ability to examine behavior of others 5. Become aware of emotion and attitudes 6. Completion of student log 7. Publishers tests
Grimms' and Anderson's Fairy Tales Collection of folk tale books, including folk tales of other cultures. Aesop's Fables	Tests, discussions, oral story-telling; dioramas, puppets and other sharing projects.

CURRICULUM AREA: Literature, Grade 5

CONTENT/CONCEPT	ACTIVITIES
*Tall Tales Unit	
Humor through exaggeration in literature. American ideals and philosophies as expressed in tales told by the people. Descriptive language Hyperbole Simile Metaphor Imagery	List character traits associated with a "super hero." Find a common theme for tall tales. Discuss regional types of characters and reasons why they grew out of the region. Make a comparison chart of all tall tale characters, including descriptions, tasks, tools, regions and personality traits. Study hyperbole and the use of superlatives.
Historical Novels Unit	
Role of Author Writing Style Point of View Story Line	Analyze point of view: identify narrator; compare life of author with writings; investigate arts and crafts of period (i.e. Pioneer Day.) Identify literary types. Identify specialized language styles.
Historical Context	Relate story events with historical and geographical contexts.
Animals Personified Unit	
Literary Elements Theme Mood Characterization Personification	Evaluate writings of authors of animal stories, books and poetry. Recommend writings through a process of sharing materials read. Create own animal stories and poetry.

MATERIALS	CRITERION MEASURE
Artley, A. Steal & Monroe, Marion, The New Tall Tales (Scott, c 1964) Bowman, James Cloyd, Mike Fink (Little, c 1957) Turney, Ida Virginia, Paul Bunyan, The Work Giant (Binfords, c 1941) Blair, Walter, Tall Tale America: A Legendary History of our Humorous Heroes (Coward-McCann, 1944) McCaslin, Nellie, Tall Tales & Tall Men, (Macrae Smith, 1956) McCormick, A. B. & McCormick, D. J., Mister Stormalong (Houghton, 1952) Shapiro, Irwin, Steamboat Bill & the Captain's Top Hat (Messner, 1943) Credle, Ellis, Tall Tales from the High Hills McCormick, Paul Bunyan Swings His Axe Felton, Harold W., Legends of Paul Bunyan Felton, Harold W., John Henry & His Hammer Wadsworth, Paul Bunyan & His Great Blue Ox	Diary Illustrations Comparison Charts Storytelling Notebook
Revolutionary War Forbes, Johnny Tremain* Finlayson, Ann, Rebecca's War Finlayson, Ann, A Redcoat in Boston McGovern, Secret Soldier, the Story of Deborah Sampson Claudell, Rebecca, Tree of Freedom Wibberly, Leonard, Treegate Series (Includes four books) Civil War Hunt, Irene, Across Five Aprils Collier, J. L. & Collier, C., My Brother, Sam, is Dead Kieth, Harold, Rifles for Watie* Yates, Elizabeth, Amos Fortune, Free Man* Petry, Ann, Harriet Tubman, Conductor of the Underground Railway	Notebooks, discussions, oral and written. Projects using predetermined criteria: 1. Originality 2. Content 3. Mechanics 4. Evidence of Research Teacher judgment Class discussion
Westward Movement Caddie Woodlawn collection Laura Ingalls Wilder collection Scholastic Kit, Frontiers Scholastic Literature Kit, Animals Grahame, Wind in the Willows Winnie the Pooh Series White, E. B., Charlotte's Web White, E. B., Stuart Little	Stories by children Notebooks Discussions Tests

*Newbery

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CURRICULUM AREA: Literature, Grade 6

CONTENT/CONCEPT	ACTIVITIES
Basal reading program to enable students to reach a reading expectancy based on predicted ability.	Refer to activities specified in regular curriculum for vocabulary development, word attack skills, and comprehension. Differentiate for gifted students by selecting activities requiring application, analysis, creative interpretation, and evaluation. Correlate literature units with social studies.
Reading Skills Vocabulary Speed Comprehension	Work with Controlled Reader to increase reading speed and vocabulary. Utilize individualized reading kits to improve skills and comprehension. Analyze words that are similar in spelling from Romance languages (Spanish, French, Italian). Look up Latin counterpart.
*Mark Twain Unit Structure Form Plot Movement Character Point of View Setting Style Allegory Symbol Metaphor Imagery Satire Irony Paradox Sound Patterns	Panel discussion of Mark Twain's life periods from youth to old age. Investigate figures of speech. Compile a list of famous sayings of Twain. Discuss. Explore use of humor. Write an extra chapter for one of Twain's books. Interpret characters through plays. Rewrite a chapter as a play. Categorize good, evil and neutral characters. Research minority groups mentioned in Twain's books. Create a Mark Twain Notebook.
Adventure & Suspense Unit Literary Elements Theme Mood Characterization Personification	Evaluate writings of authors of suspense and adventure books and stories. Recommend writings through a process of sharing materials read. Analyze elements of suspense in writings, creating own stories of suspense and adventure. Investigate vocabulary used to develop characters in adventure and suspense stories. Demonstrate evidence of feeling or emotion, defining high adventure. Recognize elements of a novel (i.e. setting, characters, plot, conflict, theme.) Identify literal and inferred character traits.

MATERIALS	CRITERION MEASURE
Controlled Reader (Level E-G, Combo 8).	Progress Chart
Barnell-Loft, Specific Skills Reading Kit; Scholastic Reading Kit	Progress Chart Individual Conference Records
Mark Twain: Huckleberry Finn, Tom Sawyer Connecticut Yankee in King Arhtur's Court The Prince and the Pauper Roughing It Life on the Mississippi	Individual written work and group discussions using predetermined criteria. 1. Comprehension 2. Recognize elements of suspense 3. Use of elements of novel 4. Completion of student log Publisher's tests Individual conferences
Scholastic Literature Units - adventure and suspense with anthologies Record tapes, filmstrip on subject Thor Heyerdahl, Kon Tiki Jack London, Call of the Wild Lampman, E. S., Tilted Sombrero Scholastic Individual Reading Kits The Man Who was Don Quixote: Biography of Cervantes	

CURRICULUM AREA: Literature, Grade 6

CONTENT/CONCEPT	ACTIVITIES
Shakespeare Unit	
Descriptive Language Simile Metaphor Imagery	Investigate mystery plays, manuscript writings, romantic legends, Arthurian legends. Interpret, organize and evaluate effect of literary devices on literature (i.e. Interpret images and symbols.) Compose own poetry and plays, emphasizing descriptive language. Produce play and identify uses of descriptive language. Respond to poetry through introduction of poems with familiar experience content. Investigate origins of archaic and coined words, slang, idioms, acronyms, colloquialisms, jargon. Identify standard figurative patterns.
Role of Author Writing Style Point of View Story Line	Analyze point of view of author. Infer point of view. Compare life of author with writings. "Hands on" experience through arts and crafts. Period (i.e. Renaissance Faire.) Discover the universal elements. Identify literary types.
*Multicultural Literature Unit	
Culture - Definition	Read several books from collection.
Common Elements within Cultures Effects of Cultural Heritage on Individuals	Select one for indepth analysis. Characterization (appearance, personality, behavior); setting; storyline. Research country of origin of main character (religions, dress, holidays, climate, foods, architecture.) Hypothesize on effect this would have on the main character. Explore vocabulary used in story that comes from the culture. Create a game about the book (markers, cards and steps to follow to describe actions and characters from book.) Select an additional title. Compare and analyze setting of the two books. Analyze differences in expectations for male and female in different cultures. Possible topics...preferred sports, chores, methods of persuasion in disagreement; career expectations. Consider expectations as various students perceive them from their own background. Correlate with social studies, analyzing the contributions of various ethnic groups to the growth and development of this country.

MATERIALS	CRITERION MEASURE
Suggested titles, if available: Five Plays of Shakespeare, K. Miller Stories of Shakespeare, Chute Tales of Shakespeare King Arthur & Knights of the Round Table (Various literature books dealing with medieval days) Poetry, Scholastic Kit Record: What is Poetry? Children's version of Canterbury Tales, Chaucer Collection of poems by Robert Service An Evening with Chaucer, Canterbury Tales in drama form for children's productions	Class discussions Teacher judgment Production success Written work using predetermined criteria: 1. Originality 2. Content 3. Mechanics 4. Evidence of research
Biographies of Shakespeare Life and Times of Specific Authors	Classroom discussions Evaluation of projects using predetermined criteria: 1. Evidence of research 2. Comprehension of role of author
Multiple titles - Ethnic Collection Community Resources Library books Films	Teacher evaluation based on predetermined criteria: 1. Content 2. Accuracy 3. Evidence of cultural understanding Research skills Application Student self-evaluation as outlined in a brief paragraph(s) discussing own future plans and influences the student perceives as significant for him/her.

CURRICULUM AREA: Literature, Grade 6

CONTENT/CONCEPT	ACTIVITIES
*Science Fiction Unit	
Mood Characterization Setting Theme Conflict/Resolution Effects of Science and Technology on the Future	Identify protagonist and antagonist; list character traits. Identify major conflicts and solutions. Compare character showing similarities and differences in physical appearance, goals, personalities, thoughts and feeling. Conduct trials for protagonist and antagonist of a book Produce a dramatic scene to present the theme of the story. Write poetry about themes in science fiction: time travel, tampering with nature, pollution, conformity and thought control.

MATERIALS	CRITERION MEASURE
Selected Science Fiction titles.	Discussions Plays Trials Poetry Original science fiction stories

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CURRICULUM AREA: Social Studies, Grade 4

CONTENT/CONCEPT	ACTIVITIES
Demonstrate grade level proficiency or above, on social science objectives set for all students in the district.	Differentiate tasks for gifted students by selecting activities that require comprehension and manipulation of ideas, concepts, and theories; dealing with generalizations and abstractions; perception of relationships and analogies; relationship between past, present, and future happenings.
Exploration Period of California Geographical Features Explorers-National Origin Ethnic Contributions	Compare and contrast geographical features of California as they related to exploration period. Create a buried treasure map and story to demonstrate application of knowledge. Create papier maché globe of explorer's routes. Choose a Spanish explorer and create diary from notes compiled through research. Include reason for exploration (Spain's purposes), route, viewpoint of explorer, what found or discovered. Create California relief map.
*Appreciation of California Indian History Food Shelter Clothing Transportation Customs Culture Government	Compose outline on California Indian history using research skills previously acquired plus utilization of encyclopedia, card catalogue and index. Develop ability to work harmoniously in group situation involving oral presentation and visual aids. Assume leadership/follower roles in various activities. Compare foods of different Indian groups in California. Check against lists of four food groups to see how Indians fared using foods avilable to them. Compare family roles of Indians to American family roles today. How were they different? The same?

MATERIALS	CRITERION MEASURE
Refer to curriculum materials in regular program.	Refer to criterion measures in regular program.
	Products:
Reference books available...multiple titles on maps and explorers. Maps of all types Atlases Map dittos Globes Films	California relief map - locate minimum of nine items.
	Map-Label minimum of twenty places in world.
	Buried Treasure map in story. Follow criteria sheet. Teacher guide sheet prepared. Papier´ mache globe. 90% accuracy of explorer's route Follow teacher prepared criteria sheet.
	Explorer's Diary. Include note to king. Skills in minimum of five areas of explorer's life as listed in guide sheet. Journal format.
	Teacher constructed test.
Reference and library books California State texts Films	Outline - to include minimum of eight areas of Indian life.
	Oral presentation...evaluated on basis of facts, notes, language skills, visual.
	Food charts and discussion. Teacher determined criteria.
	Discussion - Evidence of comparative/evaluative thinking.

CURRICULUM AREA: Social Studies, Grade 4

CONTENT/CONCEPT	ACTIVITIES
*Understanding of Mission Period's Effect on California Unit Colonization Missionaries Indian Culture (See above)	Analyze effect of colonization on California Indians, contributing information to a group chart. Evaluate and judge effect missions had on native inhabitants. Present research in oral presentation as end result of note-taking and bibliography. Diagram typical missions and evaluate functions and/or create mission models. Justify a position in a debate. Example: The culture of the California Indians was advanced (or harmed) by the superimposition of a different culture.
*Rancho Life Unit Mexican influence on California. Language Architecture Agriculture Foods Arts Living Conditions Land Grants Hides, Tallow, Industry	Learn simple Spanish words and phrases, Mexican songs, dances and art forms. Also foods and architecture style. Create three-act plays depicting aspects of rancho life. Paint background scenery. Participate in a Mexican Fiesta, to include role-playing, plays, songs, dances, lunch and breaking of piñata.
*Gold Rush Period Unit Comparison of Gold Rush Period to Exploration Period. Mining Methods Transportation Lasting Effects	Compose "realistic" article for class Gold Rush newspaper. Analyze effects of Gold Rush Period on California. Create composite (mural) of mining methods. Create plays dealing with aspects of Gold Rush Period. Judge transportation methods of period during three minute sales speech. Construct Gold Rush town. Participate in Gold Rush learning centers.
Understanding of contributions of various ethnic groups to California culture at time of Gold Rush.	Analyze contributions of various ethnic groups mentioned in readings about Gold Rush, including literature book, Bullwhip Griffin. (Coordinate with literature unit). Emphasize economics, utilizing information about inflation during Gold Rush. Exchange money earned for necessities and privileges. Culmination: Sample cooking from various ethnic groups present in California during the Gold Rush.

MATERIALS	CRITERION MEASURE
Reference books available...multiple titles California State texts District media resource personnel	Products: Study Guide Chart Oral presentation to include: Factual evidence Clarity of expression Documentation Bibliography & notes Diagrams with key containing minimum of 10 items. Models - Guide sheet Teacher constructed test. Debate...evaluated by students and on teacher basis of facts, format, references, note taking, visual.
Reference books available - multiple titles California State texts Field trips District personnel Films	Presentations of original plays. Evaluation based on knowledge of land grants and cultural aspects of the time.
California State texts Media Center Learning Centers, Gold Rush Films Prepare money (gold nuggets) for exchange for work (clay balls...colored gold.)	Products: "Realistic Article" Include minimum of 5 items on teacher guidesheet. Mural - minimum of five mining methods shown. Plays - Minimum of 5 facts relating to Gold Rush life to be included in scripts. Sales Speech - 5 facts minimum, notes, oral language, visual. Gold Rush town. 90% accuracy - Teacher guidesheet. Gold Rush Learning Center. 90% accuracy in completion of tasks. Teacher constructed essay test.

CURRICULUM AREA: Social Studies, Grade 4

CONTENT/CONCEPT	ACTIVITIES
Modern California Unit State Symbols Industries Comparison to Earlier Periods Current Problems Population Growth	Create notebook on Modern California, including title page, table of contents, and bibliography, which distinguished main industries, current problems, and possible solutions. Compose business letter to industry. Debate, given the proper frame of reference, the wisdom of dividing California into two states. Utilize notebook. Compile data on current ethnic changes in California. Analyze impact on life in California today. (e.g. Educational programs, bilingual voting forms, equal opportunity issues.)
*Appreciation of Japanese Culture Unit Comparison Culture Customs Geography Environment Foods Shelter Transportation Dress Products Points of Interest Monetary System Art Forms Haiku Tanka Cinquain Origami Ikebana Water Color Doll Forms	Develop an imaginary trip to Japan comparing and contrasting Japanese and American cultures. Simulate actual travel conditions, utilizing two days for simulation. Create at least three Japanese art forms.

MATERIALS	CRITERION MEASURE
California State texts Community Resources Films California Almanacs Newspapers Census data	Products: Notebook - Evaluated according to California Period notebook Study guidesheet & bibliography. Letter - Minimum of 7 items necessary for business letter. Debate - Facts, format, references, note taking.
Japan Classroom Learning Center (District publications) Reference books available - multiple titles California State texts Community resources Films Travel information - Travel Bureaus (Passport information, health...needed innoculations, travel precautions)	Products: Oral presentation... Include minimum of 5 similarities and differences in two areas of study from list within GATE Study Guide. Art forms. Haiku, Tanka, Cinquain, one per each poetic form. Origami, Ikebana, watercolor, doll forms using GATE Guide Sheet. Teacher constructed test.

CURRICULUM AREA: Social Studies, Grade 5

CONTENT/CONCEPT	ACTIVITIES
Basic social science program to enable students to reach competency on predicted ability.	Refer to activities specified in regular curriculum for social science. Differentiate for gifted students by selecting activities requiring skill in defining problems, gathering information, summarizing and interpreting, drawing inferences and evaluating.
*Exploration Unit Interpret and evaluate maps, charts, globes; skill in gathering information.	Compare and contrast the French, Spanish, Dutch, and English explorers' claim to the New World. Choose an explorer and create a diary roleplaying his adventures. Create a map showing routes of exploration to the New World.
*Revolutionary War Unit	Study battles of Revolutionary War. Study poems and music, national symbols of Revolutionary War. Compare and contrast the thirteen colonies as they grew and developed into states using the following criteria: geographic conditions, occupations, homes, government, leadership.
*The World of Thomas Jefferson Unit Compare & evaluate passages from significant historical documents in United States history; skill in organizing information.	Evaluate the contributions of Thomas Jefferson to the development of a new nation (government, education, science, religion.) Evaluate the Louisiana Purchase and analyze its effect on the history and development of the United States. Infer from various sources that the colonists' need to govern themselves was a major cause of trouble between England and the colonies. Correlate with literature program.
*Westward Movement Unit Create and interpret maps; interpret historical information drawn from another time period.	Create a map of the trails west of the Mississippi River from 1830-1860. Analyze geographic features affecting trail development. Role play a pioneer family moving west. Correlate with literature program (biographies of western heroes.)
Understanding of why people move & where they move.	Analyze migration patterns of people moving west/east. Identify origins in Europe or Asia. Make a chart of movements.
*Civil War Unit Skill in defining problems, summarizing & interpreting historical information.	Compare the causes and effect of the Civil War upon the people of the North and the South. Compose a "realistic" newspaper for a Civil War battle Evaluate current issues (Civil Rights, political events, cultural implications) that may have emanated from the 1860-1970 time period. Correlate with literature program.
*The Presidency Unit Skill in defining problems framing questions and hypotheses.	Evaluate the life of a given president in terms of the following statement: "To be the President is to live in splendid misery." Compare the responsibilities of the three branches of government as explained in the Constitution.

MATERIALS	CRITERION MEASURE
Refer to curriculum materials in regular program.	Refer to criterion measures in regular program.
Selected biographies of explorers (Marco Polo, The Viking, Spanish, Dutch, French, English explorers.) Explorers & Exploration Maps of the world Atlas State adopted texts Films - filmstrips	Product: Diary or journal, maps, charts, diagrams, biographical study, panel discussion. Evaluate for: content, research skills, organization.
Thomas Jefferson & His World Selected reference books on colonial life Declaration of Independence Maps Films - filmstrips	Product: Map, biographical study, committee reports. Evaluate for: content, research skills, organization, summarization.
Selected reference books Simulation activity (e.g. "Pioneer" by Interact) United States maps Films - filmstrips State adopted texts	Product: Maps, role playing, biographical sketch, committee reports. Evaluate for: interpreting data, research skills. Evaluate charts for understanding.
Selected reference books Multiple texts on Civil War Gettysburg Address - Emancipation Proclamation Films - filmstrips State adopted texts	Product: Student newspaper, panel discussion, maps. Students & teachers evaluate for: research skills, summarizing, organization.
[illegible]ected biographies of United States Presidents Constitution	Product: Biographical study, scrapbook. Evaluate for: research skills, interpreting data, summarizing

CURRICULUM AREA: Social Studies, Grade 5

CONTENT/CONCEPT	ACTIVITIES
*Geography Unit Know states, capitals, rivers, mountains, and national parks.	Identify locations on a map. Create a pictorial map of a state. Give a travelog on a selected state.
*Canada Unit Know all provinces, territories, capitals, maps, mountains, rivers and lakes.	Compare the national capitals of Canada and the United States. Locate on a map the settlements of the French and English in North America. Imagine we are flying from Los Angeles to the capital of one of the provinces or territories. Take us (as a class) on an imaginary trip of the province describing all interesting things to see.

MATERIALS	CRITERION MEASURE
Follett State text, The Americas Maps, globes Films	Product: Maps, panel discussions, oral presentations, group work. Evaluate for: Geographical terms Organization Committee work
Follett State text - Latin American & Canada Maps, globes Films	Product: Group work, panel discussions, maps. Evaluate for: Organization Content Summarizing

CURRICULUM AREA: Social Studies, Grade 6

CONTENT/CONCEPT	ACTIVITIES
Basic social science program to enable students to reach competency on predicted ability.	Refer to activities in regular curriculum for social science. Differentiate for gifted students by selecting activities requiring skill in defining problems, gathering, summarizing and interpreting, drawing inferences and evaluating.
*Focus on Latin America Unit Gathering and interpreting information on exploration, colonial days, geography, modern problems and contributions.	Infer from archaeological findings, case studies, maps information about pre-Columbian life. Compare and contrast the colonial period of South America with the United States Colonial Period. Evaluate the problems of winning independence for Latin America and its effect upon the life style of the people today.
*Medieval Days Unit Interpret historical data drawn from another time period (history, government, art, literature, music, occupations.)	Compare the Magna Charta to its effect upon other period of history. Evaluate the method of trial-by-jury as a major contribution to our present form of government. Evaluate and compare the influence of guilds on the growth of trade centers throughout Europe. Create a map showing the various crusade routes. Contrast the life styles of the various classes of people within the Feudal System. Create a medieval art form. Correlate with literature program.
*Waterways - Ecology Unit Skill in defining problems, gathering and summarizing information on water resources; endangered animals.	Hypothesize how changes in the conditions of a river affect the rest of the natural environment. Identify examples of different forms of pollution in the immediate environment. Identify the major waterways of the United States and the world. Diagram a river system from its headwaters to the mouth with major tributaries. Evaluate the problems of a specific endangered animal. Correlate with literature program. (e.g. Mark Twain Unit, Mississippi.)
*Mapping Unit Skill in reading, interpreting maps. Gathering information and drawing conclusions based on geographic conditions, longitude and latitude.	Create an imaginary island and predict living conditions and environment factors on that island based on geography, longitude and latitude. Compare various map projections. Evaluate the divisions of longitude and latitude upon political boundaries, time zones. Create an imaginary culture. Include a written language, laws, clothing, shelter, norms of behavior.

MATERIALS	CRITERION MEASURE
Refer to curriculum materials in regular program.	Refer to criterion measures in regular program.
State and district approved texts. Selected reference books on Latin America. Films	Product: Panel discussion, map project, committee reports, individual projects. Evaluate for: organization, interpreting data, summarizing.
Selected reference books. *Magna Carta* Films - filmstrips Field trip	Product: Map project, role playing, panel discussion, committee reports, individual project. Students & teacher evaluate for: content, research skills, organization.
Multiple texts - Selected reference books. Films Field trip (e.g. Los Angeles Zoo) Simulation activity (e.g. "Ecopolis" by Interact)	Product: Role playing, map project, individual report. Evaluate for: organizing, content, summarizing.
Selected reference books. Films Maps Globes Simulation activity (e.g. "Big Dig" by Interact)	Product: Map project, committee reports, Big Dig artifacts, imaginary continent. Evaluate for: interpreting data, research skills.

CURRICULUM AREA: Social Studies, Grade 6

CONTENT/CONCEPT	ACTIVITIES
Current Events Unit Skill in gathering, interpreting, summarizing and drawing inferences to current affairs.	Evaluate major news items using various media. Compare current problems to previous events in history. Analyze a current news item in the form of a debate.
*Antarctica Unit Know the importance of Antarctica to the world, explorers and animal life.	Role play an explorer into Antarctica and tell about your trip. Create an art object with Antarctica being the theme. (Sculpture, quilting, stitchery, painting, drawing, etc.) Map all explorer routes to Antarctica.

MATERIALS	CRITERION MEASURE
Newspaper, television programs. Junior Scholastic Magazine News magazines Guest speakers	Product: Debate, panel discussion, news articles, individual project. Evaluate for: Interpreting data, summarizing. Criteria: (1) Content and information evidenced in product. (2) Interpretation of facts. (3) Summarizing skills. (4) Presentation
Selected reference books on Antarctica Films	Product: Outline, panel discussions, committee projects, individual projects, map and chart work, comparative study techniques. Evaluate for: 1. Content 2. Research skills 3. Summarizing

CURRICULUM AREA: Language Arts, Grades 4, 5, 6

CONTENT/CONCEPT	ACTIVITIES
Demonstrate grade level proficiency or higher on written and oral communication skills required for all students in the Orange Unified School District.	Skills in mechanics of English, spelling, composition, and oral speaking must be addressed as with all students. Differentiate for gifted students by selecting activities that encourage creativity, self-evaluation, and sensitivity to the power and beauty of the English language.
*Writing Skills Unit	Listing, using complete sentences.
Expository Writing Sentences Paragraphs Essays	Identify topic sentences, supporting sentences, concluding sentences.
	Sequencing sentences in a paragraph.
	Write paragraphs in a journal daily.
Creative Writing	Write letters to relatives.
	Write creative (fictional) letters.
	Write recipes.
	Summarize a filmstrip or movie.
	Brainstorm lists of descriptive words.
	Write descriptions of natural scenes.
	Outline plot of a fairy tale.
	Develop character sketches.
	Plan a setting for a fairy tale.
	Write a fairy tale, using plot, characters, and setting.

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MATERIALS	CRITERION MEASURE
Fairy tales Readers Springboards to Writing Recipes for Creative Writing Story Starters See unit for further references	Teacher judgment on skills: 1. Paragraphs 2. Letters 3. Summaries 4. Descriptions 5. Fairy tales 6. Character sketches

CURRICULUM AREA: Language Arts, Grade 5 or 6

CONTENT/CONCEPT	ACTIVITIES
Demonstrate grade level proficiency or higher on written and oral communication skills required for all students in the Orange Unified School District.	Skills in mechanics of English, spelling, composition, and oral speaking must be addressed as with all students. Differentiate for gifted students by selecting activities that encourage creativity, self-evaluation, and sensitivity to the power and beauty of the English language.
*Family History Unit	
Interview Techniques Note-taking Outlining Proof Reading Letter Writing Book Binding	Collect data for the family tree and fill in the information. Research family history through interviews and letters. Create an autobiography. Design a family crest or shield. Construct a map pinpointing family events. Organize notes into an outline form and rough draft. Produce a family history. Evaluate completed product for errors before creating a cover and binding it.

MATERIALS	CRITERION MEASURE
Family tree chart, maps, tape recorders and tape (opt.), cloth, needle and thread (for cover).	Teacher judgment on skills: Letter writing Outlining Interview techniques Map Teacher evaluation of final product: Completeness Proofreading errors Neatness

INSTRUCTIONAL UNITS

LITERATURE

POETRY

GOAL

To promote an awareness of the basic elements of poetry.
To encourage students to express themselves poetically.

OBJECTIVES

Given this unit of study, the student will:
...identify the basic elements-rhyme, rhythm and form of poetry
...create poems in each of six different forms: cinquain, haiku, rhyming verse, free verse, and limericks using picturesque word usage
...read and create the poetry forms of other nations

CONTENT/CONCEPT

I. Literature appreciation

    A. Listening
    B. Reading

II. Types of poetry

    A. Rhyming
    B. Free verse
    C. Haiku
    D. Cinquain
    E. Tanka
    F. Limericks

BEFORE YOU BEGIN

Students need many poetry listening experiences and numerous books showing various kinds of poetry.

MULTICULTURAL EMPHASIS

The teacher should read poems from many countries as part of the initial listening activities. There are numerous collections in libraries from which to choose.

In this unit some of the poems the students will study and create are Japanese haiku and tanka, cinquains from France and nursery rhymes from England.

ACTIVITIES

1. Listen to poems read orally to gain an appreciation of rhythm and word usage.
2. Contribute examples of picturesque words or phrases to be included on a master chart in the classroom.
3. Pupils select a poem to read to the class and then tell the class what they think the poet is trying to say.
4. Using nursery rhymes give examples of rhyming words.

*5. Create a simile for each of ten given nouns.

*6. Identify examples of alliteration

7. Write tongue twisters using knowledge of alliteration.
8. Write 5 examples of onomatopoeia(sound words) e.g. train-clickety clak sneeze - ker-choo

*9. Create acrostic or personality poems to be used in a holiday greeting card. Personality poems may be combined with silhouettes in a Mother's Day card.

*10. Use a telephone number to create a poem.

11. Practice choral reading with a poem such as "Wynken, Blynken and Nod."
12. Write a narrative poem using a familar nursery tale such as "Three Bears" for the plot.
13. After studying each of the forms of poetry create and illustrate four poems of each kind, (cinquain, haiku, rhyming verse, free verse and limericks) one copy to be given to the teacher for a class anthology and the other 3 to be included in the child's individual book. Booklets may be laminated and spiral bound.

*See Appendix

APPENDIX

Figures of Speech

Alliteration - two or more words together that begin with the same sound

e.g. kitty cat catching comics, elephants eating eggs in elevators
also ping-pong, rock n' roll, tattle-tale

Metaphor - Implied comparison made between 2 objects; no word of comparison is employed.

Examples: All the world's a stage. The moon is a boat.

Onomatopoeia - words that imitate sounds they refer to.

Examples: Thunder - rumbles, roars, rolls
Fat duck - waggles, wiggles, weaves

Similes - Direct comparisons between 2 things usually with such a word as like, as, or than.

Examples: As busy as a bee. Sails like a gull's wings

Couplets - one of the first poetry experiences. Two lines that rhyme.

Examples: Horses neigh
Out of hay

Birds sing
On the wing

Free Verse - no rhyme and no regular pattern of rhythm. Walt Whitman used this form.

Example: Ghosts - I look out,
I see ghosts
Floating through the air

Narrative poems tell stories

Examples: "The Pied Piper of Hamelin" and "The Highwayman"

I Wish - Children may express dreams with no special structure.

Example: I wish
I were a actress upon a silver screen
I'd dance and sing and laugh and cry
and drive a great big car

Cinquain - Poetry form of 5 lines.

Example: Line 1 - one noun
Line 2 - 2 adjectives that describe line one
Line 3 - 3 verbs that tell waht the noun does.
Line 4 - 4 words expressing a feeling for line one
Line 5 - repeat line 1 or 1 word synonym

Car
Shiny, new
Cruising, stopping, revving
Our family's prized possession
Sedan

Appendix (Cont.)

Haiku - A form of verse invented in Japan centuries ago. It expresses a single detail, usually from nature. There is a definite form of 3 lines of 5-7-5 syllables.

Example: The tall cherry tree
Has shed its leaves for me
This beautiful fall.

Tanka - Related to haiku. They are popular in Japan and usually tell about a season. Five lines of the tanka measure 5-7-5-7-7 syllables.

Example: Yellow, pink and red
Flower blossoms everywhere
Blooming like popcorn
All over the yards and fields
Now just waiting to be picked.

Limericks - First used by Edward Lear about a century ago. There are 5 lines with rhyming scheme of AABBA. Line 5 is the punch line. Rhythm is important.

Example: There was a young lady of Niger
Who smiled as she rode on a tiger
They returned from the ride
With the lady inside
And the smile on the face of the tiger

Acrostic Poetry

Write a word vertically down a page. Next to each letter write words or phrases that begin with that letter. They should describe something about the word.

Example: C-Cakes, Cookies
H-Herald angels, happy faces
R
I
S
T
M
A
S

Personality Poems

This is an ancient word game. It was believed that sibyls (women prophets of Greek Mythology) presented their prophesies in this form and the first letters of the message were the name of the person the prophecy was intended for. Write name down page. Write a phrase to describe yourself.

Example: C-Coy, cute
I-Interesting, ice skater
N-Noisy, nice
D-Dreamy, delightful
Y-Yellow haired

Telephone Number Poems (House or license numbers)

Write a phone number straight down the page. After each digit, write a word or words that have that number of syllables.

Example: 538-6721

5 A silver bell rings
3 At our school
8 It tells the kids it's time to start
6 Their lessons for the day
7 Bats and balls are put away
2 Until
1 Lunch

Mother Hubbard's Cupboard

Pupils write a poem telling what they would do if they found their cupboard was bare in modern times.

What Fun to See - fill in the blanks with two rhyming words.

Example: What fun to see a _____ that can _____!
What fun to see a pie that can fly!
What fun to see a hog that can jog!
What fun to see a lock that can knock!

Similes

Write a poem and use the words like or as on each line. They do not have to rhyme.

Example: Black

The color black is as dark as the middle of night.
Black smells like air that is filled with smog.
Black is like my mood when it is raining, and I want to play outside.
Black is like my feet going barefoot through the mud.

Diamante

No rhyme or rhythm but in a diamond shape. 7 lines. Line 1 - one noun. Line 2 - Two adjectives that describe line 1. Line 3 - Three participles, verbs that end in ing or ed and tell about the subjects. Line 4 - Four related nouns that make a change from noun at the top to noun at the bottom. Line 5 - Three participles that lead to line 7. Line 6 - Two adjectives that lead to line 7. Line 7 - One noun, the opposite of line 1.

Example:

Cocoon
Wrinkled, ugly
Hanging, growing, learning
Body, tail, wings, antennae
Opening, spreading, fluttering
Colorful, grateful
Butterfly

RESOURCES/MATERIALS

Books

Golden Treasury of Poetry, Louis Untermeyer

The Limerick Book, Mr. Troop

Limericks, I. Wasserman

Edward Lear's Nonsense - by Edward Lear, (a reproduceable coloring book)
Dover Press

Cricket Songs - H. Behn, Japanese Haiku

Films (Orange Unified School District only)

MPA 435 - Casey At The Bat
MPA 799 - Haiku
MPD 563 - Haiku
MPA 487 - Haiku - An Introduction to Poetry
MPA 297 - Hailstones and Halibut Bones Part I
MPA 298 - Hailstones and Halibut Bones Part II
MPA 344 - Paul Revere's Ride
MPD 545 - Tales of Hiawatha

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Literature/Lang. Arts
4th Grade

ISLAND OF THE BLUE DOLPHINS
by Scott O'Dell

GOAL

To understand characterization.

To appreciate symbolic language in literature.

To understand the historical context.

OBJECTIVE

Given this unit of study, the student will:
...develop a knowledge of the elements of character.
...develop an understanding of how character affects outcomes.
...evaluate a character's actions and the outcomes of those actions.
...recognize metaphors and similes in the context of the book.
...create symbolic language.
...evaluate symbolic language in the context of the book.
...recognize differences in cultures of California Indians, Aleuts, Russians and Spanish.
...understand how conflict in culture leads to misunderstanding.
...suggest ways in which differing cultures can be reconciled.
...evaluate suggestions and determine effectiveness.

CONTENT/CONCEPTS

I. Literature appreciation

    A. Characterization
    B. Symbolic language

II. Historical context

    A. Pre-European Indian culture
    B. Beginning of colonization by Spanish

BEFORE YOU BEGIN

Students should:

1. Have reading level at least one year above grade level or at 5th grade level.

2. Know the meaning of metaphor and simile.

Examples of metaphor: page 2 of Island of the Blue Dolphins,

"The sea is smooth", Ramo said. "It is a flat stone without any scratches."

Example of simile: page 1 of Island of the Blue Dolphins,

At first it seemed like a small shell afloat on the sea.

MULTICULTURAL EMPHASIS

This story takes place on San Nicolas Island off the coast of California during the late 1700's. It portrays the life of an Indian girl, Karana, and her effort to survive alone. She has many adventures with Aleuts and the Russians which lead to an exciting climax, giving the students an awareness of the time and culture of these early people.

The book is based on a true story of an Indian girl who was later brought to the Santa Barbara Mission by the Spanish mission fathers.

ACTIVITIES

1. Discuss character traits in relationship to yourself.
2. Write a character sketch of Karana.
3. Role play situations that would require strong character.
4. List the special skills Karana has, using the first three chapters.
5. Write a short story with a different central character about a struggle for survival.
6. Discuss metaphors and similes. Find examples in chapter one.
7. Create original similes and metaphors, using an extended phrase e.g. "as quiet as a mouse wearing tennis shoes".
8. Using reference books and encyclopedias, find out about cultures of Aleuts, Indians, Russians and Spanish. Compare them in a discussion.
9. Make a mural with several scenes, showing how the Aleuts and villagers came to battle.
10. Role play the conflicts between the Aleuts and the villagers.
11. Describe the things Karana did to make the island home as comfortable as possible. (Ch. 10-14)
12. Describe the ways Karana made her clothing. (Ch. 15-20)
13. Compile a list of items with which Karana had to provide herself in order to live on the island. Rank these items in order from most to least important and explain why they are ranked as such.

14. Make models of the tools Karana used for survival, including shelter and transportation.

15. Write another chapter to finish the book.

16. Construct a three-dimensional Indian object using natural materials.

17. Make a relief map of the island showing locations mentioned in the story. Use the descriptions in the book.

18. Match natural resources in possible uses. (Activity sheet #1)

APPENDIX

Island of the Blue Dolphins: Study Questions

Chapters 1-3

1. What were the reasons Chief Chowig may have had for telling the Aleuts his secret names? Why did the tribal people believe this act weakened their chief?
2. Why did Chaptin Orlov agree to give the Indians an equal share of his crew's kill?
3. Did Chief Chowig understand the Aleuts? What was his understanding of these hunters?
4. Explain the feelings of the Aleuts concerning the large white bass captured by the Indian villagers.
5. What preparations did the Aleuts make to leave the Island of the Blue Dolphins?

Chapters 4-7

1. Rewrite the battle between the Aleuts and the villagers as you would have wished it to happen.
2. Write a paragraph to explain the system of government at Ghalas-at.
3. Write a paragraph comparing the government of Chalas-at with our city government. How was it the same? Different?
4. What dangers did the villagers face all the time? How did they prepare for these dangers?
5. Pages 39-40 reveal Karana as a brave and loving person. Explain her reasoning for returning to be with Ramo.

Chapters 8-9

1. Why did Ramo feel it necessary to prove his manhood?
2. How did Ramo's feelings about being stranded differ from Karana's?
3. Why did Karana burn all the houses of the village and vow never to live there again?
4. Why did Karana feel she could never wear the jewelry left behind by the Aleuts?

Chapters 10-14

1. What factors prompted Karana's decision to leave the island in a canoe?
2. Why did Karana decide to return?
3. Why did Karana need the improved spear which the sea elephant tooth would enable her to have?

Chapters 15-20

1. Why did Karana decide to spare Rontu? Do you think it was a good decision? Why?

Chapters 21-27

1. List four situations in which a friend could have helped Karana.

Chapters 27-29

1. What changes did Karana notice in the animals just before the earthquake?
2. What materials did Karana use to build a new canoe?
3. What did Karana discover to be most valuable to her when the ship arrived? If you had been Karana, would you make the same choice? Why or why not?
4. Describe the feelings you might have if you were leaving the only home you had ever known.

Study Guide

ISLAND OF THE BLUE DOLPHINS NAME ____________________

1. As the story opens Karana and her brother Ramo are gathering roots at Coral Cove. They see a strange ship with two red sails. Who were the people on the ship? ____________________ Captain Orlov spoke to Karana's father, Chief Chowig, cheif of the tribe. Why was Karana suprised that her father gave his secret name to a stranger? ____________________

____________________ Why had the Aleuts come? ________

____

2. The Aleuts stayed on the island and hunted otter. When they finished, what did they try to do? ____________________

What did Chief Chowig do? ____________________

What tragedy followed? ____________________

____

Why did Karana and the others believe Chief Chowig died in the fight?

____

3. After the fight, the new Chief, Kimiki, went to the mainland to the east for help, and soon white men came with a ship to take the tribe back with them. When the ship to take the tribe back was already under sail, Karana looked for Ramo. Where was he? ____________________

What did Karana do? ____________________

__________ Karana felt angry toward Ramo as she swam. But when she finally reached the shore, she put her arms around Ramo. Why do you think her feelings changed? ____________________

What did Ramo say he was going to do? ____________________

____________________ What happened to Ramo? ____________

____________________ When Karana found him what vow did she make?

____

4. Why did Karana hesitate to make weapons to protect herself from the dogs?

____

Did Karana finally make the weapons?________________ Can you think of some jobs that are not open to girls or women today?__________________________

____

5. Summer passed and winter came and the white men's shop did not return.

What feelings overcame Karana?____________________________________

What did Karana decide she would do?________________________________

____

When her canoe started leaking, Karana decided that it would be too dangerous to continue. What really make her turn back to the Island of the Blue Dolphins?

____ Why do you think the Indians believed dolphins were a good omen?______________________________

____ When she returned to the island what did she decide about it?______________________________________

____

6. One day, Karana wounded the dog leader with a _____________________________.

A few days later, she found the wounded leader. Why do you think she didn't carry out her plan to kill him?____

___________________________ What did she name him?______________________

When Karana gave her new pet a chance to leave, did he go?__________________

Karana grew very fond of him. Why was Rontu so important to Karana?__________

____

Do you think that animals can sometimes take the place of human beings?________

____

7. After two years had passed, Karana saw a ship. When she realized it was the Aleuts, she packed her things and moved to the cave she had prepared. Whom did she meet?________________________ At first, how did Karana feel about the stranger?__________________________________ Karana and the girl became friends although they spoke different languages. How did they communicate?____ __________________________ Why did the girl's strange words sound good to Karana?____ ______________________ What gift did the girl, Tutok, leave for Karana?____________________ What did Karana make Tutok as a gift? ____________________________ After Tutok left, Karana felt lonely, so she made friends with other animals besides Rontu. After she nursed the wounded otter, what vow did she make to herself about animals?________ _________________ How had she come to feel about animals?__________ ____

8. That summer, Rontu died. After Karana had buried him, she decided she would like another dog. How did Karana finally catch the dog?________________ ______________________________ Which one did she catch?________ ______________________________ What did she name him?__________ _____________ which means__________________________________ ______________________

9. One day a strange ship arrived. What happened?______________________ ____ ____

What did she do twice a day for two more years?____________________ ____

10. Who came back to the island two years later?__________________________

____

What did Karana refuse to tell the men?_____________________________

____

What did Karana find out about her people when she got to Mission Santa Barbara?____

____

Do you think Karana is going to be happy in her new home?______________

Why or why not?____

____

____

____

____

____

How will her life be different?____________________________________

____

____

____

How will her life be the same?_____________________________________

____

____

____

Survival Match

You are alone on the Island of the Blue Dolphins. How would you survive? Draw a line between the natural resource and its best use.

I.
cormorant feathers
bone
bull kelp
brush
hollowed stones
herbs

medicine
skirt
earrings
woven mat
cooking utensil
net

II.
gull eggs
dry seaweed
trees
seal skin
sea elephant teeth
black stone

knives
poles
bed
sandals
food
spear tips

III.
shell
pitch
feathers
seeds
wood
whale ribs

fence
ends of arrow shafts
waterproofing
food
earring box
arrow shafts

IV.
sea elephant teeth
otter skin
yucca fibers
abalones
whale bone
reeds

basket
skirt
needles
necklace
cape
food

V.
seal sinews
cactus lobe
brush
abalone shell
roots
dried saisai fish

fishhook
foods
string
fire
juice
light

BULLWHIP GRIFFIN
by Sid Fleischman

GOAL

...To understand characterization.
...To develop appreciation of language.
...To gain understanding of historical context.
...To gain an awareness of how values can change.

OBJECTIVE

Given this unit of study, the student will:
...develop an understanding of various characters and how their values changed because of different circumstances.
...identify the picturesque speech used by the author.
...gain a knowledge of California during Gold Rush period.
...be able to create a newspaper story based on events of that time.
...evaluate the effects of the discovery of gold on the subsequent history of California as a State.

CONTENT/CONCEPT

I. Literature Appreciation
    A. Characterization
    B. Symbolic Language of the Times

II. Historical Context
    A. Transportation
    B. Communication
    C. Living Conditions

BEFORE YOU BEGIN

Student must have:
...a fifth grade reading level.
...a knowledge of places in western hemisphere.
...some understanding of history and culture of time period of 1850.
...experience in writing a newspaper.

MULTICULTURAL EMPHASIS

People from many walks of life and many countries made their way to California when the news of finding gold was spread around the world

In this story many adventures take place as these people live and work together. Jack and his butler, Praiseworthy, disembark in such places as Rio de Janeiro and Callao, Peru as their ship rounds South America. They later observe the Indians, native to California, and men from such far away places as France, Germany, England and Chili as they all try to make their fortunes.

Children will enjoy the many word pictures as they learn about values and history of early California.

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ACTIVITIES

1. While reading the book, complete the study questions and define the vocabulary words.
2. Create a Gold Rush newspaper including events that could have happened at that time.
3. Role play "Gold Rush Days."

   Children earn nuggets from teacher during this study. At the completion of the unit, students set up desks to represent stalls and "sell" products and services to their classmates for gold nuggets.
4. Discuss the cultural contributions made by immigrants during this time.

_______________ Name

BULLWHIP GRIFFIN
(The Great Horn Spoon)

Vocabulary Words:
stowaways
thrashed
clamoring
bowler hat
accommodations
dire accounts
assurance
carpetbags
shrouds
penetrated
dandies
scoundrels
fray
defraud
imperative
argonauts
abeam

The Stowaways

1. Gold had been discovered in _______________ in the year _______________.

2. People were traveling in what direction? ____________ to ____________.

3. There were __________ passengers on the ship named ____________________.

4. The stowaways were hiding in the ______________________________.

5. What were the names of the two stowaways? ________________________ and

________________________.

6. Give a description of each in your own words.

a. ____

____

b. ____

____

7. Where did the stowaways want to go? ______________________________

8. What outward appearances made Praiseworthy to be thought of as a professional man?

____

____

9. What was his occupation? ______________________________

10. Why did Praiseworthy call Jack, Master Jack? ______________________________

____

11. What was used for lighting on the ships? ______________________________

12. What city was the ship headed for? ______________________________

13. The ship was carrying fish, lumber, bricks, rifles, grape cuttings for cargo. For each, tell some uses the products could be used for in California.

fish ____

lumber ____

bricks ____

14. Why weren't there women and children on the ship?

15. What was the captain's name?

16. The captain said he was racing the Sea Raven around the Horn. That is the Horn?

17. On page 10, what does the phrase "He would give them the plank for sure" mean?

18. Who is a cut purse?

19. What area is the captain referring to when he says New England?

20. Describe Jack's family. Use at least 3 complete sentences.

21. What made Jack decide to go to the Gold Rush Country?

22. What is a coal bunker?

23. Explain how the coal made the ship go.

24. What were the stowaways beginning to discover about the captain?

25. What had Praiseworthy and Jack vowed to do?

CHAPTER 2 Vocabulary Words: undaunted pilothouse joshed infernal despicable baffled

1. Chapter 2 begins with the "Lady Wilma" entering the southern latitudes. Where do you think this is?__________

2. What other way were people getting to California? __________ __________About how long was it taking them?__________

3. What was Jack's goal?__________

4. What foods does Jack eat?__________

5. List 3 passengers and tell something about each one.

   a. __________

   b. __________

   c. __________

6. What is "Good Luck?" __________

7. A simile is a figure of speech in which one thing is likened to another dissimilar thing by the use of as, like, etc. The comparison is explicit. Example: The boy followed his father like a puppy dog tags after his master.

   a. Write the simile on page 22.__________

   ____

   b. Write the simile on page 23.__________

   ____

8. What is a "black sow?"__________

9. On page 25, the verb scuffed is used. Replace it with a synonym without changing the meaning of the sentence.__________

10. Imposter was used to describe the judge. What does this mean?

    ____

11. What was his real name?__________

12. Do you think Praiseworthy and Jack will see him again?__________

    Why or Why not?__________

    ____

13. Now you know how the imposter was caught. Write down the sentence that gave Praiseworthy the idea of how to catch the cut-purse?

    ____

    Now write down the sentence where you first realized what Praiseworthy was going to do.

CHAPTER 3 Vocabulary Words: unwittingly galley
yardarms hawser

1. How did Dr. Buckbee make sure no one would take his map?

2. What is a forage cap?

3. From the description of the six characters staying in the one cabin, tell where each character sleeps. (Use the picture on page 30 as a guide).

Character:

(1) Jack

(2) Mountain Jim

(3) Nath Tweedy

(4) Azariah Jones

(5) Butler

(6) Dr. Buckbee

4. What does "Ports of Call" mean?

Where is the ship's location now?

5. What is a brass long glass?

6. How did Praiseworthy keep physically fit each day?

7. Why was Jack glad to be traveling with Praiseworthy?

CHAPTER 4 Vocabulary Words: Gunwale
banshees

1. This chapter is titled "Pig Hunt" and rightly so. Write a sentence explaining the beginning of the episode, another sentence explaining the middle and a third explaining the end of the hunt.

   a. ____________________

   ____

   b. ____________________

   ____

   c. ____________________

   ____

2. What humorous incident happened with the pig?____________________

   ____

3. What continent is the ship anchoring in this part of the story?____________

   ____________Country?____________ City?____________

4. Write the sentence that tells us there are many ships anchored.

   ____

   ____

5. How far ahead is the Sea Raven?____________________

6. Who does the ship's crew think took the Doctor's map?____________________

   ____________ Why?____________________

   ____

CHAPTER 5 Vocabulary words: horrendous
astern

1. Why do you suppose a school of sperm whale would be in the waters at this point?

2. Describe the location of the Strait of Magellan.

3. Write the sentence that tells how fierce the winds off the cape are.

4. Explain how Tierra del Fuego received the name "Land of Fire."

5. On page 52 and 53 there are 3 similes. Find and write them down.

(1)

(2)

(3)

6. Describe in your own words the storm.

7. How long did this first storm last?

8. What direction was the ship heading?

9. Write a sentence that tells how strong the wind was on page 55.

10. How long were they battling the headwinds?

11. Why did the Lady Wilma get ahead of the Sea Raven?

What was your first clue to this secret?

12. Do you think the passengers would have let the captain go through the Strait if they had known? Why or why not?

CHAPTER 6

Vocabulary Words: monotony tarred astern
starboard languished billowing
stalwart

1. Where is the coast of Chile?

2. What is the simile on page 59?

What does the whole sentence mean?

3. What does the first sentence on page 61 mean?

Mountain Jim contradicts this and says "

What side is that?

4. Why didn't Praiseworthy take comfort in the Lady Wilma's lead?

5. What direction are they sailing now?

6. Explain ratlines.

7. Where did Jack spend hours?

Where is this?

8. Write the simile on page 62.

9. Why did Mountain Jim say he would eat the shark?

10. What was the next port? Where was it located?

What continent?

11. What idea did Jack come up with to solve the problem of the spoiled potatoes and drying grape cuttings?

12. Jack was thirsty as a stowaway. What was the end result of this thirst?

13. Approximately how long did the Lady Wilma remain becalmed?

14. Why did the Lady Wilma travel slower than the Sea Raven under the same weather conditions?

CHAPTER 7

Vocabulary Words: mooring, wharf, cinder, bowsprit, sprint

1. Where do you think the blue Bay of Callao is? ____________________

2. What are the great Andes? ____________ Where are they located?

____

3. Why do you think Mr. Jones and Monsieur Grant gave Praiseworthy and Jack the last two picks and shovels? ____________________

____

4. Write two adjectives that you feel Jack was feeling when he could not find Praiseworthy? ____________________

5. Why were the cats following Praiseworthy? ____________________

   Why was he carrying this? ____________________

6. Why was the captain angry with the Sea Raven? ____________________

   ____________________ What difference did this make as far as the Lady Wilma's progress? ____________________

   ____

7. What happened to Praiseworthy that he was not quite himself for three or four days? ____________________

8. What are the Galapagos? ____________________

9. Where did they spot the Sea Raven? ____________________

   Did they pass her? ____________________

10. Where was the Lady Wilma located when the Sea Raven passed her? ____________

    ____

11. What and where are the Sandwich Islands? ____________________

    Do some research and find out how they were thus named. ____________

    ____

12. What did the Lady Wilma burn to get the ship going? ____________________

    Where did it come from? ____________________

    ____________ Whose idea was it to use the lumber? ____________

Chapter 7 (Continued)

13. What caused the Sea Raven to lose in the end?____________________

____________________What lesson could be learned from this?____________________

____

14. How long was the voyage? ____________________ How long did it take them?____________________

15. Where did their voyage end?____________________

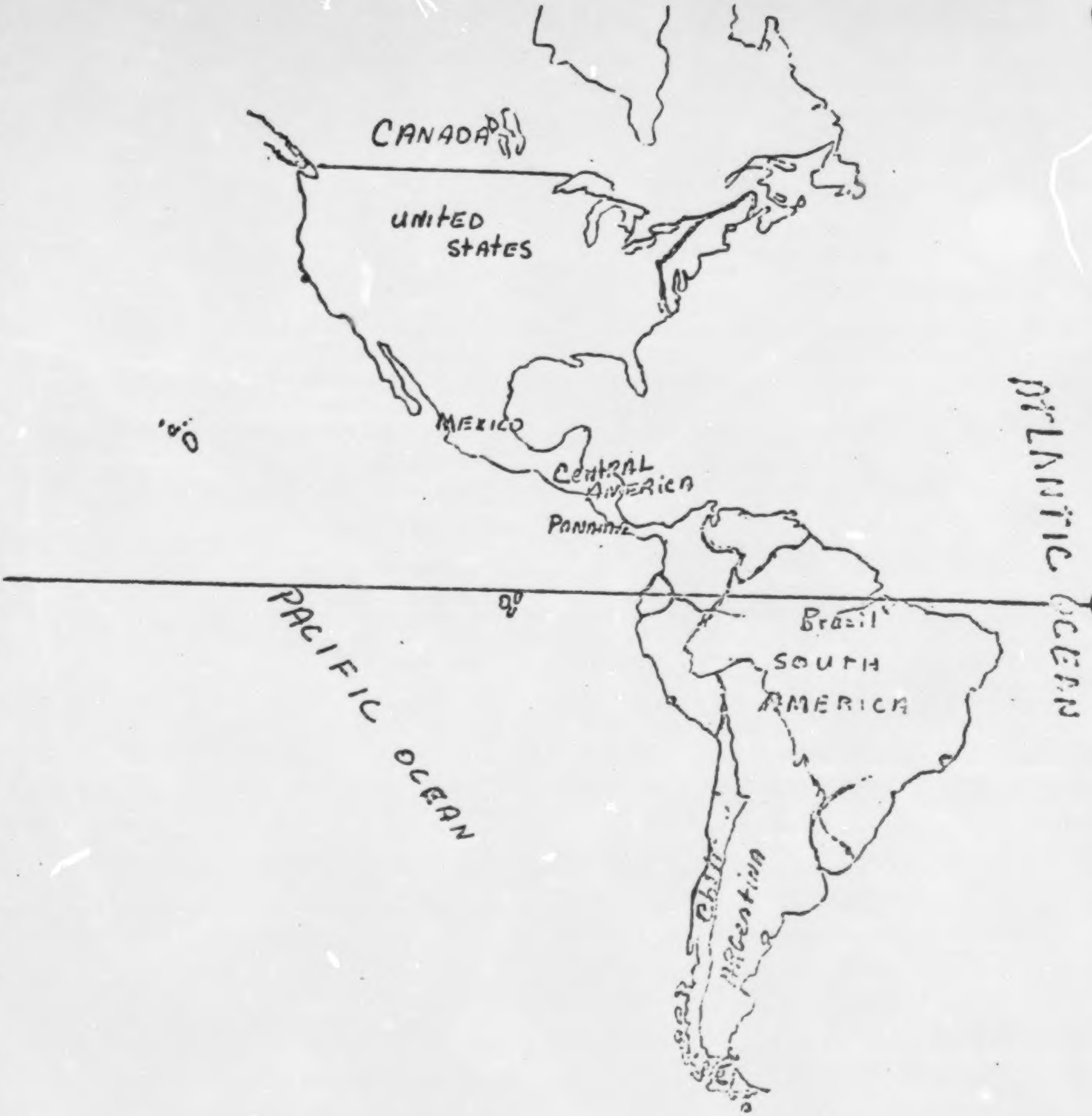
16. On the map given to you, chart the voyage of the Lady Wilma (solid red) and the Sea Raven (dotted green.)

Include the following:

1. New England area
2. Boston
3. Florida
4. equator
5. Brazil
6. Rio de Janeiro
7. Drake Passage
8. Cape Horn
9. Strait of Magellan
10. Chile
11. Peru
12. Callao
13. Gallapagos Island
14. Central America
15. Mexico
16. San Francisco
17. Andes Mountains
18. Hawaii

Put an X by the spots the Lady Wilma overtook the Sea Raven.

17. Now Praiseworthy and Jack are on land. We have made the voyage with them from Boston to San Francisco. In your own words, write a summary of the story thus far. Use a separate sheet of paper.


CANADA
UNITED STATES
MEXICO
CENTRAL AMERICA
Panama
Brazil
SOUTH AMERICA
Chile
Argentina
PACIFIC OCEAN
ATLANTIC OCEAN

CHAPTER 8

Vocabulary Words: mutton ambled
frigates assay

1. Give three descriptions of what Jack saw on the wharf.

(1)____

(2)____

(3)____

2. How much money would it cost both of them to get to Sacramento?__________

3. How much time did Jack and Praiseworthy have left to get gold?__________

4. Why would it take so long to do the laundry?____________________

____

5. What have you learned about the prices in San Francisco at this time?__________

____________________ Why do you suppose this to be true?

____

6. Why did Quartz Jackson follow Praiseworthy and Jack?____________________

____

7. Why did Quartz Jackson want a haircut?____________________

____

8. What did Quartz Jackson call gold?____________________

9. Why did Quartz Jackson insist his whiskers be saved?____________________

____

____

10. How do you suppose Praiseworthy and Jack earned money to get to Sacramento?

____

CHAPTER 9

1. Where did Praiseworthy keep his gold dust?____________________

2. Why was this necessary?____________________

3. Name 10 of the gold camps. (1)__________ (2)__________

(3)__________ (4)__________ (5)__________

(6)__________ (7)__________ (8)__________

(9)__________ (10)__________

4. Be creative! Pick one name and make up a story to explain how it may have gotten its name.____________________

5. What name was given to the Indians they saw?____________________

6. Why were the Indians called that name?____________________

7. Name two ways they traveled. (1)____________________

(2)____________________

8. The man in the stage with them was____________________

9. Why was Dr. Buckbee looking for him?____________________

10. The author uses interesting adjectives. How does he describe each of the following nouns?

__________shirt __________suit

__________riverboat __________hat

__________sky __________ring

wooden awnings like____________________(simile)

heavy as an____________________(simile)

CHAPTER 10

1. What route did Cut-Eye Higgins take to California?
2. What is a relay station?
3. Why did they need more horses?
4. How did Praiseworthy plan to get the map?
5. What is another name (word) for road agents?
6. Why was Cut-Eye so anxious to give the road agents his ring?
7. Explain why Praiseworthy was able to knock the robber so far.
8. Why did the gang leader want all the coats?
9. Where was the map?
10. Who had it now?

Name ways Praiseworthy used his wits in this chapter.

CHAPTER 11

1. The author uses good words to describe the motions of the coach. What were some of the words? __________, __________, __________, __________, __________

2. What did he mean when he said the dog "barked them all the way to the Empire Hotel? __________

3. What is "gold fever?" __________

4. Why did they choose the Empire Hotel? __________

5. What was on the menu at the hotel? __________ and __________

6. How much was a slice of bread? __________

7. How did Pitch-Pine Billy Pierce help them? (1) __________

   (2) __________

8. Where did Jack get his new nickname? __________

   What is it? __________

   What does it mean? __________

9. What did Praiseworthy use to pan gold? __________

VOCABULARY: Tell the meanings of these words, as used in this chapter.

diggings __________

whittling __________

sowbelly __________

scoundrel __________

spangles __________

slickens __________

CHAPTER 12

1. How did Jack feel about the thimbleful of gold they found the first day? __________

2. Name four items Praiseworthy and Jack needed. (1)__________
(2)__________(3)__________(4)__________

3. Why do you think Praiseworthy is carrying Aunt Arabella's picture? __________

4. On page 127, the author described 3 types of men along the street in Hangtown in an interesting way. What words did he use?__________

5. Why were Jack and Praiseworthy uneasy as they walked down the street? __________

6. Why were the miners in "awe" of Praiseworthy?__________

7. Who was Bullwhip?__________

8. How did he get his name?__________

VOCABULARY (for the next chapter. Use your dictionary, please)

Immigrants__________
notoriety__________
chameleons__________
grubstake__________
bedrock__________

CHAPTER 13

1. We learn more about the cost of items during the gold rush. Tell how much each one cost.

candles____________ salt pork____________ an ounce (or ______________a pound.)

onions ____________ jar of raisins____________ hay___________________

ounce of gold in San Francisco____________Hangtown______________

2. Why were prices so high?____

3. Where did Jack find his nugget?____

4. How big was the nugget?____

5. What did Dr. Buckbee offer to give Jack and Praiseworthy if they recovered the

map?____

6. What were "Hangtown Fries?"____

7. People from far and near came to the gold fields. Name some of the nationalities

found in Hangtown. (1)_______________________(2)______________________

(3)___________________ (4)___________________ (5)___________________

(6)___________________ (7)___________________ (8)___________________

8. How did Jack become the owner of a bushel of neckties?

____

____

9. How did he pay for the neckties?____

10. What methods of finding gold were used near Hangtown? (1)__________________

(2)___________________ (3)___________________ (4)___________________

11. What will Praiseworthy be doing August fifteenth?__________________________

12. How did Jack and Praiseworthy earn enough money for a burro?_______________

____

____

CHAPTER 14

1. Who was Stubb?____

2. He had ears like____________________________________(simile)

3. The morning had a ____________________, __________________smell.

4. Why was Stubb blindfolded?____________________________________

   ____

5. What else had Jack earned with the neckties beside the mule?

   ____

6. How will Praiseworthy use his wits when fighting the Mountain Ox?

   ____

   ____

7. How did Jack feel when he learned that Praiseworthy had a plan?____________

   ____

VOCABULARY: Explain each of the following phrases.

haughty look____

hit the dirt____

peered with disdain____

mountain canary____

flagged his ears____

going prospecting____

humiliated____

fisticuffs____

brawler____

find pay dirt____

CHAPTER 15

1. The author uses many interesting phrases. Tell what each of these means.

pitched camp______________________________

broke camp______________________________

bits of color______________________________

eight-two dead varmits______________________________

pay dirt______________________________

taken a fancy to______________________________

tooth extractor______________________________

calico fever______________________________

Long Toms______________________________

rockers______________________________

like a bunch of young'uns______________________________

raised a pair of gray doves______________________________

carpentaros______________________________

shadow boxing______________________________

flush a rabbit______________________________

boots were nailed to the ground______________________________

ol' Scratch himself______________________________

2. Why was Jack out hunting?______________________________

3. Explain why he fell into the hole.______________________________

4. Who got him out?______________________________

5. Why did the man give him the coat?______________________________

6. Where will the two prospectors be going next?______________________________

CHAPTER 16

1. Cap Sutter and Jim Marshall used three tests to prove the metal was gold. Name them. (1)______________________________

   (2)____________________ (3)____________________

2. Why were the citizens of Shirt-Tail Camp going to hang Cut-Eye Higgins?

   (1)______________________________

   (2)______________________________

   and most important______________________________

3. How did Praiseworthy use his wits to save Cut-Eye?______________________________

   ____

4. What deal did Cut-Eye make with Praiseworthy?______________________________

   ____

5. Why was the map worthless?______________________________

   ____

6. Why did the crowd decide to let Cut-Eye go?______________________________

   ____

7. Why wasn't he put in jail?______________________________

8. What did Praiseworthy find while digging a grave?______________________________

9. How do you think the map looked? Draw it. Label the three places mentioned in in this chapter.

CHAPTER 17

1. What did Praiseworthy use for corner posts? (1)____________________
(2)____________ (3)____________ (4)____________

2. Why was this area called "Gravedigger's Hill?"____________________

3. Explain the method they used to get the paydirt?____________________

4. How did Praiseworthy feel toward Aunt Arabella?____________________

5. What happened to Doc Higgens?____________________

6. How long did the claim last?____________________

7. Why was the "fifteenth of August" an important date?____________________

8. How much gold dust did they get at Gravedigger's Hill?____________________

9. What did Praiseworthy leave at the diggings?____________________

10. Why did they sell Stubb and trade the pans and other things?____________________

11. Why did Hangtown look like the Fourth of July?____________________

12. Why was Praiseworthy able to win the fight? How did he use his wits?

13. Jack did not think it was a fair fight. Why?____________________

CHAPTER 18

1. How many hours did it take a steamboat to go from Sacramento to San Francisco?

____

2. What fuel was used to make the steam? _______________

3. What caused the explosion? _______________

4. What happened to the gold? _______________

____

5. How did Praiseworthy feel about the gold? _______________

____

6. Why wasn't anyone aboard the Lady Wilma? _______________

____

7. What was on the ship? _______________

8. Where did they find Azariah Jones? _______________

9. What problem did Mr. Jones have? _______________

10. How much were people paying for cats? _______________

11. How much did Jack and Praiseworthy make selling cats? _______________

12. Use your math. How many cats did they sell? (Hint: $400 + $15) _______________

13. Whom did Jack see on Long Wharf? _______________

14. Why were they in California? _______________

____

____

15. What did Praiseworthy mean when he said "out here, one man is as good as another?"

____

16. Why do you think Aunt Arabella said she would marry Praiseworthy? _______________

____

17. Where will this family be going? _______________

18. Why does the story have a happy ending? _______________

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Literature/Language Arts
Grade 4

THREE WITHOUT FEAR

By Robert DuSoe

GOAL

To gain an understanding of people and insight to the human character
To learn about story elements
To appreciate values held by others
To understand different cultures and backgrounds

OBJECTIVES

Given this unit of study, the student will:

...recognize the characters' similarities and differences because of their background
...recognize and understand how values can change because of different circumstances
...recognize and discuss cultural implications of division of labor
...identify setting, character, plot and resolution (cause and effect)
...create a new story about a struggle for survival

CONTENT/CONCEPTS

I. Literature Appreciation

   A. Setting
   B. Characters
   C. Plot

II. Appreciation of values

   A. Held by self
   B. For others
   C. Changes due to circumstances

BEFORE YOU BEGIN

Students should have a fifth grade reading level, and be aware of story location by studying classroom map of Baja California.

MULTICULTURAL EMPHASIS

This story is an excellent example of the lives of young people from different backgrounds and cultures. Dave, an Anglo Saxon boy from the United States, is the sole survivor of a shipwreck off Baja California. He meets two Indian children, Dave and Maria, who are orphans trying to reach Santo Tomas by foot.

The children overcome many difficulties and learn to understand and respect each other. Each finds that he must do his part to help the group survive.

This appealing story is a study of courage and values told in a most interesting way.

ACTIVITIES

*1. Record in notebooks similarities, differences, cultural knowledge, problems and solutions, children's ingenuity and division of labor.

2. Discuss examples of how children showed courage.

*3. Plot the characters' journey on a map of Baja California.

*4. Evaluate a list of twenty-five items in terms of their usefulness to the children. Rank them in order from most valuable to least valuable. Write two paragraphs explaining their reasons for choosing the three most important and the three least important items.

5. Study vocabulary list by looking up unfamiliar words.

6. Create an original story involving new characters in a different environment, in a struggle for survival.

7. During discussions, record on a wall chart various problems the children encountered by listing the character, cause and effect of this action.

Character	Cause	Effect
Dave	Ship sank	Met Mexican Children

*See Appendix

APPENDIX

Three Without Fear

1. How are the children alike?

Pedro and Maria	Dave
Young and healthy	Young and healthy

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Three Without Fear

2. How do the children differ?

Pedro and Maria	Dave

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Three Without Fear

3. What knowledge did the children gain on their journey?

Pedro and Maria learn about	Dave learns about

Three Without Fear

4. What mistakes were made by the children?

Person	Mistakes	Consequences
Dave	Going barefoot	Blisters, slowing progress

186

Three Without Fear

5. What items were used in a way other than their original purpose?

Item	Where found	Used for
slingshot	innertube	securing food

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Three Without Fear

6. How did the children divide the work that had to be done?

Pedro	Maria	Dave
Building a fire	Collecting seeds	Distilling water

VOCABULARY

Stage 1
(pp. 1-21)

hurled
mingled
stupefied
porthole
lifeboat
rainbarrel
trough
wallowing
dreadfully
quitter
exhaustion
buoyant
steadily
headway
procession
high-pitched
dark-haired
concernedly
caught
wide-brimmed
fishline
trudged
attire
long-eared
slingshot
exhibited
spacious
clamshell
evidently
coyote
Chico
hurriedly
identification
nightgowns
entrails
tortillas

Stage 2
(pp. 22-55)

vigorously
insistent
gesturing
vaguely
annoyed
efficiency
assurance
fiercely

Stage 2
(Continued)

intent
ledge
gnashing
fastened
seriousness
impending
receding
seaweed
awed
never-ending
resourceful
approaching
depression
quieting
topknot
utmost
empty-handed

Stage 3
(pp. 50-92)

untangling
affected
bulwarks
peered
deckhouse
hatchway
abruptly
hopelessness
shucks
billowed
pretence
definitely

Stage 4
(pp. 92-110)

ridge
accompany
prevailed
befell
scoffed

Stage 5
(pp. 111-136)

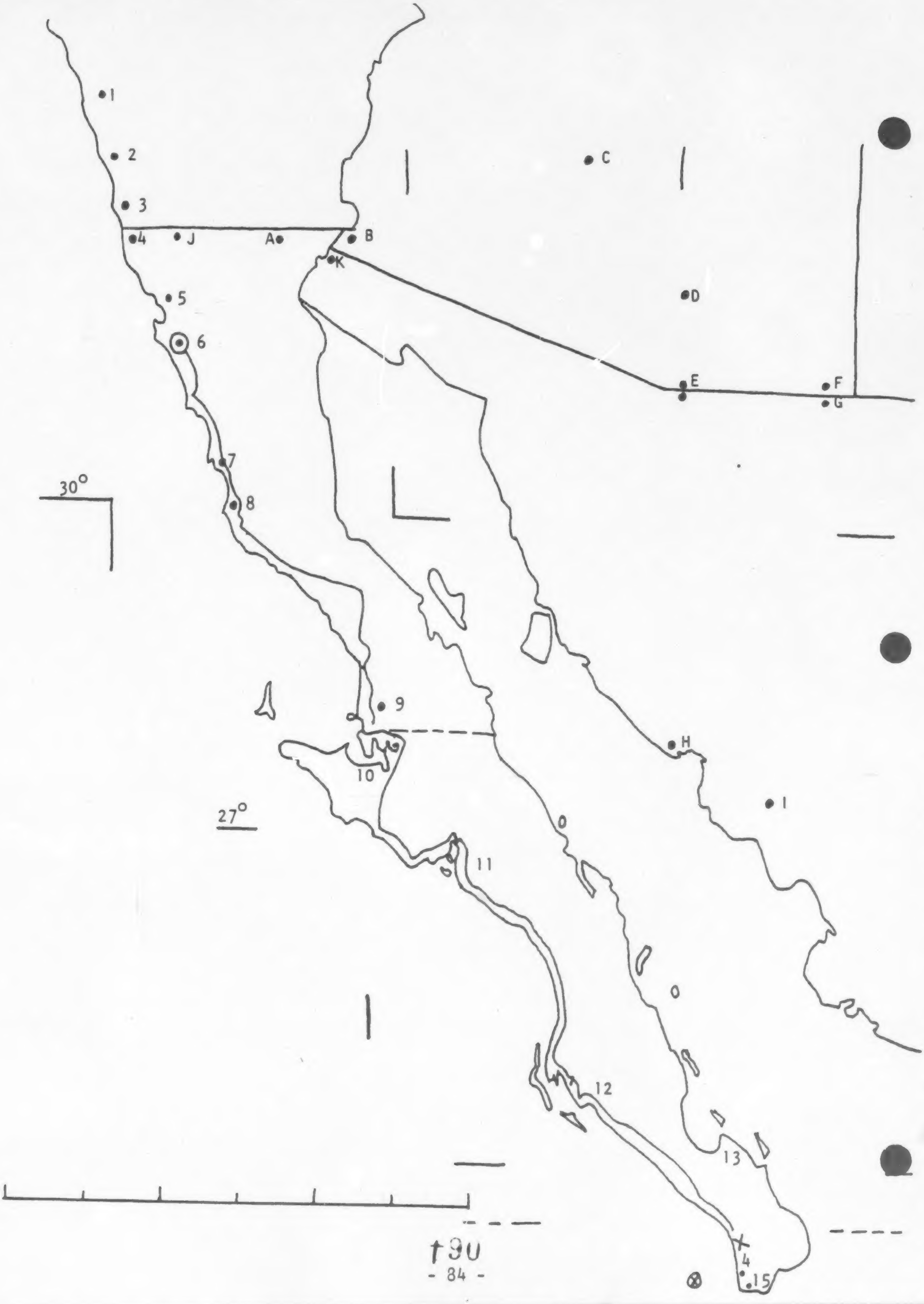
relieved
confronted
jinx
stubborn
yapping
commandante
boat
skiff
water-logged
whittled
wedging

Stage 6
(pp. 137-169)

treacherous
frantically
washboard
on-racing
sweep
supreme
contempt
millrace
apparently
particular
maneuvering
scoffed
ledge
driftwood
accustomed
crevice
hemming
catspaws
lee
encouraging
whitecaps
seamen
half-drowned
promptly
void
indication
abruptly
echoed
scratched
predicted
occurred
fishline

Stage 7
(pp. 170-185)

indifferent
loitering
grieving


1
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1. Orange
2. Oceanside
3. San Diego
4. Tijuana
5. Ensenada
6. Santo Tomas
7. San Zuintin
8. Rosario
9. Santa Domingo
10. Laguan Ojo de Lievre
11. Laguna San Ignacio
12. Magdalena
13. La Paz
14. San Lucas
15. Cabo Blanco

A. Mexicali, Mexico
B. Yuma, Arizona
C. Phoenix, Arizona
D. Tucson, Arizona
E. Nogales, Mexico
F. Douglas, Arizona
G. Aqua Prieta
H. Guaymas
I. Ciudad Obregon
J. Tecate
K. San Luis

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Name____________________

THREE WITHOUT FEAR

Using Resources

Rank these items according to their usefulness to the children from most valuable (1) to least valuable (2)

_____A. a tin pot

_____B. matches

_____C. chocolate doughnut

_____D. pocket knife

_____E. piece of canvas, 4' x 5'

_____F. change of clothes

_____G. 3 straight pins

_____H. a map of Baja California

_____I. money, about $5.00

_____J. record player

_____K. comic books

_____L. pencil

_____M. alarm clock

_____N. string

_____O. powdered milk

_____P. camping shovel

_____Q. shoes, clean socks

_____R. plastic containers

_____S. soap

_____T. blanket

_____U. candle

_____V. notebook

_____W. bicycle

_____X. address book

_____Y. corn seeds

_____Z. sugar

In 2 paragraphs explain why you chose the first 3 items and last 3 items.

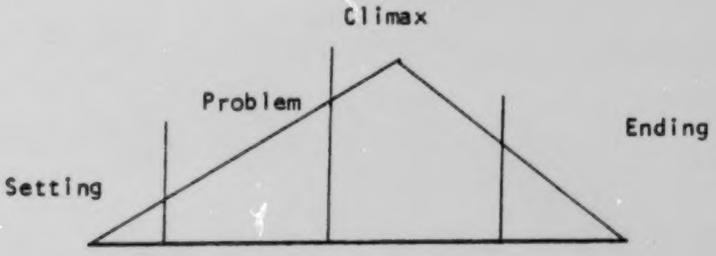
(use the back)

Plots

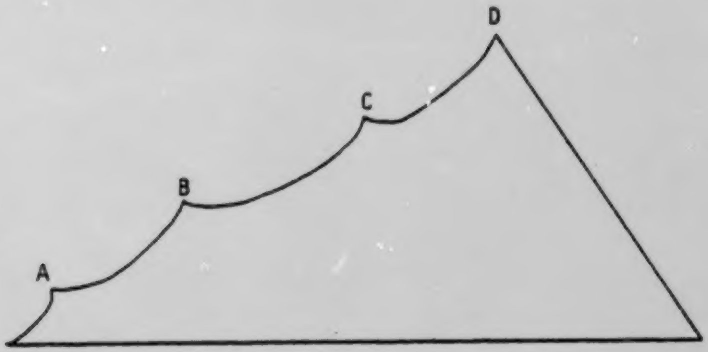
Setting	Problem	Climax	Ending
Beginning who, when, where	Action starts	Most exciting part, biggest problem	Problem is solved, story closed

Begin by having students retell a familiar fairy tale. Then discuss the four parts of each sotry. Continue to build awareness of story elements by using comic books, primers, current television programs, motion pictures and novels as examples

A story line may be shown on a chart or chalk board



Many important events take place to build up to this climax. They usually become more exciting toward the end of the story.



Curves indicate the high point of interest

Character Traits

Discuss with students why they like certain characters. Why do they dislike others? These reasons are character traits. Most stories have both good and bad characters. Often a good character in a story can have bad character traits also.

The most important part of any story is people. They act out the story.

To understand characters pupils may begin by listing their own character traits and writing a paragraph about themselves. This may be expanded to include a person well known to them. Then they should observe a stranger and write traits the students think this person possesses.

MYTHOLOGY

GOAL

To encourage the children to write and tell myths.
To gain an appreciation of another time and culture.

OBJECTIVE

Given this unit of study, the student will:
...read many myths
...understand what a myth is
...explain why ancient people needed myths
...chart the corresponding names and kingdoms of major Roman and Greek myths
...create an original myth based on some natural phenomenon
...recognize mythological names used today

CONTENTS/CONCEPTS

I. Literature appreciation

II. Historical Context
   A. How myths evolved
   B. Influences today

BEFORE YOU BEGIN

Students should:

1. Have a reading level comparable to the reference books.
2. Have understanding of mythological time period, history and culture.

Worksheets are attached for starred items.

MULTICULTURAL EMPHASIS

We study Mythology, especially Classic Greek and Roman, as meaningful links to our past -- an important source of information about our forefathers and the manner in which they regarded their world.

ACTIVITIES

1. List myth books located in the media center. (Use of library skills)

* 2. Write a synopsis after reading many interesting myths.

* 3. Complete the chart showing the power of the Gods.

4. Read a myth. Illustrate it.

5. Read a myth. Make a diorama to depict the story.

6. Read a myth. Use a tape recorder to tell it in your own words.

7. Compare 2 versions of the story of Pandora's Box.

8. Explain the relationship between natural phenomena and the myths.

9. Create your own explanation for a natural phenomenon.

10. Write a play using mythological gods and goddesses. Design simple costumes or accessories based on myths and explain each item. (winged sandals, swords, shields, etc.)

11. Look at magazine ads. Find those that use mythological symbols. e.g. Mobil Oil

12. Make a mobile of a myth. Include characters and symbols as appropriate.

13. Write a myth as if it were happening now, with the characters similar to the people today.

14. Write several myths in poetry form. The poems may be serious or funny, but they must get the story across.

15. Pretend you are interviewing the gods, goddesses or other beings in mythology. What questions would you ask? What would they answer?

16. Write a newspaper for that period. Everything in the paper must refer to myths. Possibilities are editorials, cartoons, advice columns, obituaries and gossip columns.

17. Form an advertising agency. Create new products based on myths. Prepare ads for billboards, T. V. or radio commercials; newspapers and magazines.

APPENDIX

Greek Mythology

Representative list of words based on classical myth:

ambrosia
arachnic
atlas (bone)
auroral
calliope
cereal
cyclopean
echo
Elysian
Europe
fatal
fury
graceful
harmony
harpy
helium
hygiene
hypnotic
Hellespont
Bosporus
herculean
hyacinth
insomnia
Ionian Sea
Icarian Sea
janitor
January
jovial
June
labyrinth
lethal
lunatic
martial
March
geology
panacea
music
mercurial
morphine
museum
narcissus
nectar
nemesis
Orpheum
panic
phosphorous
plutonium
psychology
Saturday
siren
somnolent
tantalize
titanic
volcano
vulcanize
plutocrat

Representative list of expressions based on classical myth:

by Gemini (by jiminy)
to go on an Odyssey
lotuseaters
Cassandrian prophecies
between Sycla & Charybdis
an Achilles heel
wily as Ulysses
work like a Trojan
apple of discord
a Procrustean bed
soaring with Pegasus
fight a Chimera
swear by Styx
sop to Cerberus
an Icarian flight
the Midas touch
in the arms of Morpheus
an Augean task
rich as Midas
an Amazon
Pandora's box
a hydra-headed evil
winning one's laurels
proud as a peacock
wise as an owl
Cupid's bow
Argus-eyed
a regular Adonis (or a regular Apollo)
an Endymion sleep
a brain child
faithful as Penelope
a herculean task
a judgment of Paris

ACTIVITIES - Continued

18. Make mythological monsters of papier maché, clay, dough, etc. Research the monsters. With each one, write a 3 x 5 card to tell how the monster fits into the myth.

19. Design a logo for your school or another school, using a symbol from mythology.

20. Read one or more Norse myths. Compare one character from the Norse culture with a character in Greek or Roman mythology.

21. Read a myth from another culture. Examples are African, Hawaiian, Eskimo, etc. myths.

22. Define words used today. Use dictionaries and myth books.

23. Find evidences of mythological names used today. e.g. products, street names.

*24. Plot lands of classical mythology on a map of the area.

25. Evaluation - Make a book. Write your own myth. Create powerful characters that seem real. Explain a natural or scientific happening. Illustrate and bind.

* See Appendix

Scientific terms based on classical myth:

Amazon ant
Apollo (a species of butterfly)
Argonaut (a cuttlefish found in Mediterranean)
Calliope (a humming bird of western U. S. and Mexico)
Cyclops (family of crustaceans with a large eye)
Diana (a variety of butterfly found in No. America)
Europa (one of the satellites of Jupiter)
Hercules (a beetle)
Junonia (genus of butterfly found in U. S.)
Medusa (a jellyfish; also a species of fungus)
Mercury (in thermometers)
Tantalus (tantalum; white metallic element)
Titanium (gray metallic element)
Arachne (spider)
Phosphorus (used in matches)
Dryades (a kind of butterly)
Naiads (certain families of water plants and animals)
Pluto, Jupiter, Neptune, Venus, etc. (names of all planets except earth are from classical mythology)
Midas' ears (a kind of snail)

Commercial products with names derived from classical myth:

Minerva yarn
Medusa cement
Atlas cement
Ajax tires
Ajax cleanser
Hercules overalls
Hercules power
Venus pencil
Venus figs
Vulcan matches
Hermes typewriter
Olympia typewriter
Mercury cars

Greek and Roman myth in atomic age:

Nike-Zeus (missilekiller)
Jupiter missiles
Atlas missiles
Titan missiles
Saturn (a rocket)
cosmonaut

Classical myth in the arts:

pictorial arts: Leonardo da Vinci, Titian, Michelangelo, and many others drew largely from mythology for the subject matter of their paintings.

music: opera has its basis in mythology. First opera was written in Orpheus-Eurydice theme; 28 operas have been written on this theme alone.

ballet: makes copious use of mythological themes. Example, Medea ballet by Bartok.

architecture: buildings all over western world are modeled after Greek temples.

literature: rich in mythological allusions. Some examples:

"Death's boatman takes no bribes." Horace

"and the ram that bore unsafely the burden of Helle." Longfellow

"Mad doting Priam checked his son's desire
Troy had been bright with fame and not with fire." Shakespeare

"Of lonely Ariadne on the wharf
At Naxos, when she saw the treacherous crew
Far out to sea." Wilde

"Me thought I saw my late espoused saint
Brought to me like Alcestis from the grave." Milton

"Fear is the fire that melts Icarian wings." Disraeli

Name ______________________________

LANDS OF CLASSIC MYTHOLOGY

Locate:

Island of Circe

Crete

Troy

Aegean Sea

Where the Sirens sang their songs

Home of Odysseus

Apollo's Chariot

Ionian Sea

Home of the Minotaur

Mt. Olympus

Theseus' ship

Where Medusa lived

Home of the Cyclops

The Bosporus

Chiron's home

Black Sea

Make a legend, using colors to show Italy, Greece, water areas

MYTHOLOGY

TITLE:

MAIN CHARACTERS:

THE ADVENTURE: (Synopsis)

THE CONCLUSION: (Moral)

THE EVALUATION:

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POWERS OF THE GODS

	Function	Living Place	Characteristic	Symbol(s)
ZEUS				
HERMES				
HEPHAESTUS				
APHRODITE				
POSEIDON				
HELIDS				
HADES				

CHARACTERS FROM MYTHOLOGY

The Greeks believed that the Universe created the gods, not the gods the Universe. The first god was Uranus (Heaven) and the first goddess was Gaea (Earth).

Greek Name	Pronounciation	Roman Name	Position
THE TITANS		ELDER GODS	
Cronus	(krō´ nus)	Saturn	Ruler of the Titans Father of Zeus
Rhea	(rē´ ȧ)		Wife of Cronus
Oceanus	(ō sē´ ȧ nüs)		Lord of the great river that encircled the earth
Tethys	(tē´ thĭs)		Wife of Oceanus
Hyperion	(hī pēr´ i ŏn)		Father of the Sun (Helios) the Moon (Selene) and the Dawn (Eos)
Mnemosyne	(nē mōs´ ī nē)		Goddess of Memory
Themis	(thë´ mĭs)		Goddess of Law and Justice
Iapetus		Japet	Father of Atlas and Prometheus and Epimetheus
THE OLYMPIANS			
Zeus	(zo͞os)	Jupiter	King of the gods atop Mt. Olympus. He dethroned Cronus. It is said Cronus fled to Italy.
Poseidon	(pōsī´ dón)	Neptune	God of the Sea. Brother of Zeus.
Hades	(hā´ dēz)	Pluto	God of the Lower World God of Wealth. Brother of Zeus.
Hastia	(hes´ tēȧ)	Vesta	Goddess of the Hearth. Sister of Zeus.
Hera	(hē´ rȧ)	June	Wife of Zeus
Ares	(a´ rės)	Mars	God of War. Son of Zeus and Hera.

THE OLYMPIANS - Continued

Greek Name	Pronunciation	Roman Name	Position
Athena	(ȧ thē′ nȧ)	Minerva	Goddess of Wisdom, the City.
Pheobus Apollo	(fē′ büs ȧ pol′ lö)	Apolloa	God of Light, Truth, Healing
Artemis	(ăr′ të mĭs)	Diana	Lady of Wild Things, the Huntress. Twin of Apollo.
Aphrodite	(ăf′ rō dī′ tē)	Venus	Goddess of Love and Beauty,
Hermes	(hûr′ mēz)	Mercury	Messenger of Zeus. God of Commerce and the Market.
Hephaestus	(hē fĕs′ tŭs)	Vulcan	God of Fire and Forge, Hera and perhaps Zeus.

THE LESSER GODS OF MT. OLYMPUS

Eros	(ēr′ ŏs)	Cupid	God of Love
Hebe	(hē′ bē)		Goddess of Youth. Wife of Hercules.
Iris	(ī′ rĭs)		Goddess of the Rainbow.
The Graces			
Aglaia	(ȧ glā′ yȧ)		Grace of Splendor
Euphrosyne	(ū frŏs′ ĭ nē)		Grace of Mirth
Thalia	(thȧ lī′ ȧ)		Grace of Good Cheer
The Muses			
Clio	(klī′ ō)		Muse of History
Urania	(ū rā′ nĭ ȧ)		Muse of Astronomy
Melpomene	(Mĕl pŏm′ ê nē)		Muse of Tragedy
Thalia	(thȧ lī′ ȧ)		Muse of Comedy
Terpsichore	(tûrp sĭk′ ō rē)		Muse of Dance, Choral Song
Calliope	(kă lī ō′ pē)		Muse of Epic Poetry
Erato	(ĕr′ ȧ tō)		Muse of Love-Poetry

Appendix - Greek Mythology - Continued

Greek Name	Pronunciation	Roman Name	Position
THE LESSER GODS OF MT. OLYMPUS - Continued			
Polyhymnia	(pŏl′ ĭ hĭm′ nĭ ȧ)		Muse of Songs to the Gods
Euterpe	(ū tûr′ pē)		Muse of Lyric Poetry, Music
LESSER GODS OF THE WATERS			
Nereus	(nēr′ ūs)		"Old Man of the Sea" (The Mediterranean)
Pontus	(pon′ tu̇s)		Deep Sea. Father of Nereus
Triton	(trī′ tŏn)		Trumpeter of the Sea.
Proteus	(prō′ tūs)		Foreteller of the Future
The Naiads	(nā′ ădz)		Water nymphs.
LESSER GODS OF THE LOWER WORLD			
Persephone	(pēr sĕf′ ō nē)	Proserpina	Queen of the Lower World. Daughter of Demeter.
Charon	(kā′ rŏn)		Ferried Souls of the dead across river Styx to Hades.
Rhadamanthus	(răd′ ȧ măn′ thŭs)		Judge in the Lower World.
Minos	(mī′ nŏs)		Judge in the Lower World.
Aeacus	(e′ ȧ kȧs)		Judge in the Lower World.
The Erinyes	(e′ rĭn′ ēz)	The Furies	Ministers of justice of punishers of evil doers.
Tisiphone	(tĭ sĭf′ ŏ nē)		
Megaera	(mă ji′ ă)		
Alecto	(ă lek′ tō)		
Sleep and Death			Dwellers in the Lower World.

Appendix - Greek Mythology - Continued

Greek Name	Pronunciation	Roman Name	Position
GREAT GODS OF EARTH			
Demeter	(dė̄ mē′ têr)	Ceres	Goddess of Agriculture, fruitfulness of mankind, Daughter of Cronus and Rhea.
Dionysus	(dī′ ȱ nī′ sŭs)	Bacchus	God of the Vine and its wing.
Pan	(păn)		Noisy, merry god of the flocks, pastures and forests. Half god, half goat - goatherds' and shepherds' god. Son of Hermes. Played the pipes.
Silenus	(sī lē′ nŭs)		Said to be Pan's son.
Castor and Pollux	(kȧs′ tẽr) (pŏl′ ŭks)		Called Dioscuri (di- os ku ri). The twins, Castor said to be mortal and Pollux, immortal. Reunited after Castor's death by Zeus' decree/ Lived in upper and lower worlds on alternate days. Said to have become the constellation Gemini.
Aeolus	(ē′ ȱ lŭs)		Regent of the Winds.
The Fates			
Clotho	(klō′ thō)		The Spinner, who spun the thread of life.
Lachesis	(lăk′ ė̄ sĭs)		The Disposer of Lots, who determined the length of the thread of life.
Atropos	(ăt′ rȯ pŏs)		The Inflexible, who cuts the thread of life.
Four Chief Winds			
Boreas	(bō′ rē ăs)	Aquilo	The North Wind

Appendix - Greek Mythology - Continued

Greek Name	Pronunciation	Roman Name	Position
Zephyr	(zĕf′ĕr)	Favonius	The West Wind
Notus	(nō′tŭs)	Auster	The South Wind
Eurus	(ū rŭs)	Eurus	The East Wind
The Sirens			Lived on an island in the Sea. They had enchanting voices and their singing lured sailors to their deaths.
The Satyrs	(săt′ĕrs)	Fauns	Goat-men, like Pan, lived in wild places of earth.
Oreads	(ō′ rē̇ ădez)		Goddesses of the woodland, nymphs of the mountain.
Dryads	(drī′ădz)		Nymphs of the trees.
The Centaurs	(sĕn′tôrs)		Half man, half horse, savage creatures. One, however, Chiron, was known for his goodness and his wisdom.

RESOURCES/MATERIALS

Books:

Cox, Miriam - The Magic And The Sword

White, Amme Tury - Myths And Legends

D'Aulaire, Ingri and Edgar Darin - Norse Gods And Giants

Palmer, Robin - Dragons, Unicorns, And Other Magical Beasts

Ditto:

Literacy Skills, p. 7A, 7B, MacDonald Company

Films: (Orange Unified School District Only)

MC 50: Myths in Music

MP6 167: Greek Myths, Part I

MP6 168: Greek Myths, Part II

Learning Center:

Mythology - Available, Orange Unified I.M.C.

NEWSPAPER

GOAL

To develop communication skills.
To appreciate the newspaper as media.

OBJECTIVE

Given this unit of study, the student will:
...improve sentence structure and grammar skills
...apply knowledge of various parts of a newspaper
...distinguish between facts and opinions
...write a newspaper article that contains the "who, what, when, why and where."
...participate in writing and editing a Mother Goose newspaper

CONTENT/CONCEPT

I. Sections of newspaper
  A. Index
  B. World News
  C. Local News
  D. Special Features
  E. Entertainment
  F. Sports
  G. Advertisements
  H. Cartoons

II. Writing a newspaper
  A. Staff
  B. Write articles
  C. Publish final copy

BEFORE YOU BEGIN

Students should be able to write sentences and paragraphs, read a newspaper, each have a daily newspaper and a Sunday newspaper.

MULTICULTURAL

The students will read news reports from other countries and study location of foreign cities, and countries on a map. Cultural implications can also be discussed, as appropriate.

ACTIVITIES

1. Collect and compare newspapers of various kinds, sizes and places.

*2. Do the activity sheets provided.

3. Using the newspaper have students circle words they do not know. Write each word on a 3x5 index card. Look the word up in the dictionary and write the definition on back of 3x5 card. Some of these words could be used as spelling words.

4. Select one specific page in the newspaper. Set a time limit for yourself and find all the words in the headlines with two syllables or more.

5. Select one section of the newspaper. Copy headlines that are complete sentences. Copy headlines which are incomplete and rewrite them as complete sentences.

6. Read a news item cut from the newspaper which has the heading removed. Write a new headline which would summarize this news item. Compare with original headline.

7. Select one animal picture from the newspaper. Using your school or city library find out more about this animal. Write 3 to 5 points of information about how each of the animals lives.

8. Select a photograph of a well-known person from the newspaper. Write a conversation you might have if you met this individual. Present it orally to the class. This can be done in teams or groups of two or three.

9. Select an advertisement from the newspaper. List the words used in the ad that have emotional appeal.

10. Select an advertisement from the newspaper for something you would like to buy. After reading the ad, what questions are not answered about the product?

11. Using advertisements from the newspaper, go on a scavenger hunt and find each of the following: a noun, a verb, an adjective, etc.

12. Write a letter to the editor expressing your opinion on a local issue.

13. Find reviews in the newspaper about art displays, concerts, plays, books - Study and discuss with the teacher use of personal opinion in writing reviews. Write a review of an art display, concert, assembly or drama held at your own school. Discuss the reviews written by all the members of the class.

14. Pick your favorite comic strip character. Write a character sketch about this character.

15. Using the sports section of the newspaper, how many words can you find indicating that a team has been defeated...has won.

16. Interview someone in your neighborhood or family about their hobby, pets, or other human interest areas. Write a news story complete with headline to read to the class.

APPENDIX

* THE NEWSPAPER STAFF *

EDITOR in CHIEF

ASSISTANT EDITOR

NEWS EDITOR

FEATURE EDITOR

SPORTS EDITOR

- NEWS REPORTER (S)
- FEATURE REPORTER (S)
- SPORTS REPORTER (S)
- PROOFREADER (S)
- ILLUSTRATOR (S)
  - PRODUCTION MANAGER
  - CIRCULATION MANAGER

THE STAFF

EDITORIAL BOARD

The editor in chief, assistant editor, news editor, feature editor, and sports editor are members of an important committee called the editorial board.

Editor in Chief

This staff member must be a good leader whom others respect and enjoy working with. As head of the newspaper, the editor in chief has more responsibility for the paper's success or failure than anyone else.

The editor in chief, or "head ed", should know how to do everyone's job. He trains new people for their jobs, helps anyone who has a problem with his assignment and heads the editorial board.

The editor in chief has these duties:

1. With the other editors, he decides what news should be covered in the next issue of the paper.
2. He must have a "nose for news". He constantly seeks news items to be included in all sections of the paper.
3. He may write an editorial on a subject that the editorial board has discussed at its meetings.
4. With the other editors, he plans where each story will appear in the newspaper. This planning is called newspaper make-up.
5. The editor in chief must be prepared to handle any staff or production problems that may arise.
6. The editor in chief reads all copy for a final inspection after the other editors and the proofreaders have finished their reading.

Assistant Editor

As you can see from the preceding list, there are more than enough duties for the editor in chief to handle. The assistant editor, "second in command", helps the editor in any way possible. He may even write some of the editorials.

Sometimes the assistant editor has a particular talent, such as headline writing or copyreading, which the editor in chief is glad to use. At all times, he does whatever jobs the editor in chief needs done. The assistant editor learns the editor in chief's job, and often he becomes the head of the paper the next school term. The assistant editor may have many valuable ideas for making the newspaper a success.

News Editor

The front page editor, or the news editor, is in charge of all the news copy, or stories, written by his reporters. The front page is the news page of the paper. All newsworthy stories about people, places, and events are printed here.

The news editor has seven responsibilities:

1. He assigns news stories to his reporters and reminds them of their deadlines.
2. He copyreads all stories to be sure the ideas are clear and written in good newspaper style.

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Continued

3. He makes sure the facts are given accurately and that no opinions are into a news story.
4. The news editor may have to rewrite parts of stories if he thinks the language will not be understood.
5. He writes headlines for page one news, sometimes with help from the assistant editor.
6. He delivers all copy to the proofreaders.
7. He helps decide where copy should be placed for the page one make-up.

Feature Editor

The feature editor manages the most entertaining and unusual part of the paper. He has many of the duties that the news editor has.

The feature page can be different and interesting as the staff and readers want it to be. The feature page may contain such interesting items as the following:

1. Interviews with interesting people.
2. Biographical sketches.
3. Creative stories, such as tall tales.
4. Editorials (unless there is separate editorial page).
5. Letters to the editor.
6. Jokes, puzzles, and riddles.
7. Weekly columns written by the same people on a variety of subjects such as school chatter, books, clothes, movies and TV, or politics.
8. A school calendar of coming events.

Sports Editor

The news editor's duties listed previously must be understood and followed by the sports editor also. He must constantly be on the lookout for good news ideas about sports.

Sports copy may be either news or feature. The report on a recent basketball game is news. An interview with the coach or a star player is feature copy. The sports editor or another person may have a sports column in each issue of the newspaper. The sports page combines news articles and interesting or entertaining feature copy.

News Reporter

Reporters are curious people. They want to know what is happening and why. They feel that everyone in the school be told the news. For these reasons, reporters enjoy asking people questions and snooping around for the facts. Reporters enjoy working with other people. They are friendly and courteous to everyone.

USING THE INDEX Name____________________

Find one headline for each of these sections of your newspaper.

World News____

Local News____

Editorials____

Sports____

Business and Finance__________________________________

Comics____

Dear Abby (or Ann Landers)____________________________

T.V., Movies, Book Reviews or Travel______________________

Extra Credit - Read one article and write a short summary.

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WORLD NEWS Name______________________

1. (a) Skim the front page and underline words beginning with capital letters.

   (b) Make a list of the different ways capital letters are used and write an example of each way from the newspaper (example: names of countries - France).

   (c) Could we get along just as well without capital letters? Why:

2. (a) Clip a story from the world pages and paste it on a piece of paper.

   (b) All good reporters provide answers to these six questions in their stories:
   What happened? Where did it take place? When did it happen? Who was involved? Why did it happen? How did it happen?

   (c) Find the answers to these questions in your news story, and write each answer beside its question.

3. (a) Write a news story about an event in your school or community.
   Remember to answer the six important questions, the 5 W's: What?
   Who?
   When?
   Where?
   Why?
   and H: How?

Optional for extra credit:

1. (a) Cut the headlines from five stories on the front page, without reading any of the stories.

   (b) Read each of the five stories and write a sentence giving the main idea of each one.

   (c) Paste the proper headline above each sentence.

   (d) Write what you notice when you compare each headline with your sentence.

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LOCAL NEWS

Name____________________

1. (a) Choose a local news story that interests you.
   (b) Read the story and underline the answers to the "5 W's" and "H" questions: what, who, when, where, why and how.
   (c) Write one or two sentences containing the answers to all of these questions.
   (d) Does this give you the main idea of the news story?

2. (a) Choose ten unfamiliar words from the local news pages and list them.
   (b) Try to work out what they mean from the way they are used in the news story; then check their meanings in a dictionary.
   (c) Write the meaning beside each word.

3. (a) Choose ten familiar words and make new words by adding, removing, or changing prefixes and suffixes. Examples:
   come - become, coming
   unhappy - happy, happiness

4. (a) Skim the local news pages looking for places where quotation marks are used.
   (b) Clip examples that you find and examine them carefully.
   (c) Make a list of the different ways you have discovered in which quotation marks are used.

Optional for extra credit:

1. (a) A feature story is usually longer than a news story, and is of general interest because of something other than its news value. Clip a feature story from the local news section and read it carefully.
   (b) Make an outline by: writing the title;
   listing the main point of each paragraph;
   listing the important details of each main point.
   (c) Use your outline to write a one-paragraph summary of the feature story.

SPECIAL FEATURES

1. Newspaper editors use little articles called "fillers" throughout the newspaper.

    a) Read quickly through the newspaper and cut out and mount at least 10 fillers.

    b) Could the fillers be placed in the newspaper a week from now? Why?

    c) Why would fillers be useful to the editors?

2. Find the daily horoscope in your newspaper. Cut it out and mount it.

    a) What does the horoscope attempt to do?

    b) List the twelve signs of the zodiac and tell which days of the year belong to each sign.

    c) Under which sign were you born?

    d) Sum up in one short sentence the prediction for your sign.

    e) Do you believe that the horoscope can predict the future accurately? Why?

    f) Why do you think people read their horoscopes each day?

3. Find a column that prints letters from people who want to get help with their problems. (Dear Abby, Ann Landers, Troubleshooter)

    a) Cut out one letter and paste it on a piece of paper.

    b) Write down who wrote the letter and what the problem is.

    c) Do you like the answer given to the letter? Why:

    d) Write an amusing letter to the columnist about some real or imaginary problem that you have.

    e) Write the answer you think the columnist would give to your letter.

    f) Why dc you think so many people enjoy reading a column of this sort?

ENTERTAINMENT Name____________________

1. (a) Find the page of your newspaper that gives the television schedule for today.

   (b) Make a timetable or schedule of the shows you would like to watch from 4:00 p.m. to 9:00 p.m.

2. (a) Turn to the entertainment pages and read the list of films being shown in the area.

   (b) Which film would you like to see?

   (c) Where is it being shown?

   (d) In a paragraph, tell why you want to see it?

Choose one of the following

3. (a) Turn to the entertainment pages and find an article in which the writer gives you his opinion of a book, play, movie or concert.

   (b) Paste the article, or review, as it is usually called, on a piece of paper.

   (c) Underline a sentence that tells if the writer liked it or not.

   (d) Make a list of the reasons he gives for his opinion.

4. (a) Read the ads from the holiday resort areas.

   (b) Make a list of the various types of recreation mentioned in the ads, such as golf, swimming, etc.

   (c) Choose a place you would like to visit. Paste the ad on a piece of paper.

   (d) Estimate how much a vacation there would cost.

   (e) Why does this resort area interest you?

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SPORTS Name____________________

1. a. Skim the articles in the sports pages and choose a headline that interests you.
   b. Write the headline on a piece of paper and guess what the story will be about. Write down what you expect to find.
   c. Read the article and see how accurately you guessed.
   d. How did the headline help you guess the story?
   e. Write two other interesting headlines for the story.

2. a. Read the sports pages and list the different types of sports mentioned.
   b. Beside each one list the name of a team or performer in that sport.
   c. Would the same sports be mentioned each day during the year? Why would this happen?
   d. Which sport do you like best? Write a paragraph telling why you enjoy it.

3. a. Clip a short sports story from the newspaper and paste it on a piece of paper.
   b. Underline all the verbs in the article (example: ran).
   c. Rewrite the article substituting other verbs without changing the meaning of the sentences (example: ran - raced).
   d. Draw a picture illustrating one of the actions in the sports story.

OPTIONAL - for extra credit.

4. a. Clip out a sports picture showing a game in progress.
   b. Paste it on a piece of paper.
   c. Write a paragraph describing what you think happened just after the picture was taken. Use the special vocabulary of the sport whenever possible.

5. a. Make a list of different sports mentioned in your newspaper.
   b. For each sport, read articles about it and find out what special equipment is worn by the athletes taking part.
   c. Make a chart showing the different sports and the special equipment used.
   d. Do you think that proper equipment is important to the athlete? Why or why not?

ADVERTISEMENTS

Name____________________

Display ads

1. (a) Imagine that you and three friends are going camping for the weekend.

   (b) Using the grocery ads as a guide, plan a menu for each meal.

   (c) Make a list of the foods needed.

   (d) Read the grocery ads and calculate the cost for each item.

   (e) How much money will you need for food?

Classified Ads

2. (a) Clip out the "Lost and Found" section of the classified ads.

   (b) Make a list of the things that have been lost and the things that have been found.

3. (a) Pretend that your pet has been lost and write the ad that you would place in the newspaper. Use the samples in the clipping to help you.

   (b) Draw a picture of your pet.

   (c) Why do you think pets get lost?

Optional for extra credit

4. Clip each of the following out of your newspaper.

   (a) A display ad for groceries

   (b) A display ad for clothing

   (c) A classified ad listing a car for sale

   (d) A classified ad for help wanted

   (e) A classified ad for house or other real estate

   (f) A classified ad offering a personal item for sale

CARTOONS Name____________________

1. (a) Make a list of six cartoons or comic-strip characters found in the newspaper.
   (b) Survey your class to find out which character each person likes best.
   (c) Make a graph to show your findings.
   (d) Which character is most popular? The least popular?

2. (a) Write a paragraph about a funny thing that happened to you that would make a good cartoon or comic story.
   (b) Draw a cartoon or comic strip to tell your story.

Optional for extra credit

3. (a) Which cartoon character do you like best?
   (b) Write a paragraph telling what sort of friend your character would be, including his strong points and weaknesses.
   (c) Draw a cartoon of your own showing your character in action.
   (d) Write a good dialogue for it.

EXAMPLES OF HEADLINES
FOR MOTHER GOOSE NEWSPAPER

1. Spider Struggles up Waterspout
2. Lamb Follows Mistress
3. Farmer's Wife attacked by Rodents
4. Teacher Concerned over Boy's Tardiness
5. Royalty served unusal pie

QUACKSTER NEWS SATURDAY, JUNE 19, 1593

OLD WOMAN BEATS SHEILA YOUNG ICE SKATING

by Joe Hall

Innsbruck, Austria - Last night at 10:00 PM and old woman and her children beat Sheila Young in the 3000 meters speed skating rink.

One day while looking for food she found a steel beam. She got all her children to help her carry it back and hammer it on to their shoe house. So she decided she should join the Olympics on the Australian team. We asked her why she did. Here is her reaction. "Well, at first I didn't think that we could make it but when we started the children were going as fast as they could. So was I. The last hundred meters the children got tired but they tried as hard as they could and we beat Sheila Young and we got the gold medal for the Australian team.

Mother
Show
10:30

COW JUMPS MOON

by Helen Kim

London, England - Buttermilk, the world's famous cow who gave 30 gallons of milk in one milking, jumped the moon, at 8:25 PM, Friday. Nonny, the cat, miraculously played the fiddle and by some strange urge Buttermilk jumped!

The maid's baby Marty, had a dish and a spoon that ran away at the same time Buttermilk jumped.

Buttermilk came down unconscious and was rushed to the vet, Mr. Alden Shields. The cow pulled through and is giving no milk.

Buttermilk is 6 years old. She is a Jersy cow, female. The cat is a tabby, male. The dish was used 4 times, the spoon 4 times too.

COW BEATS HIGH JUMP RECORD

London, England -J.H. - Last night at 8:45 England time, a cow jumped off Big Ben. He jumped so high that he jumped over the moon. We asked him why. "Mooo, moooo moo, Snort." The cow was so famous that he won a gold medal at the Olympics.

Today John Newberry, the first English publisher of children's books brought out the book Mother Goose's Melody.

AMERICAN WINS GOLD, SILVER, BRONZE MEDALS

by Beth Dufault

Innsbruck - Friday Jack Nimble, world famous candle stick jumper won a bronze medal. He beat the cow who jumped over the moon and the elephant who reached the sky. Thursday he won a silver medal and Wednesday he won a gold medal. Jack was born in Cleveland Ohio. He went to U.C.L.A. where he studied to be a candlestick jumper. He is married and has two boys and a girl. They have four horses and two dogs.

WHAT A SPORT!

by Sheri Dyas

London, England - Yesterday afternoon, the Queen's cow jumped over the moon. Farmer Brown's cat was seen to have been playing a fiddle. Neighbors say that there was a little dog that was laughing to see such a sport. If anyone is missing a dish and spoon please call 987-6653. Police have spotted a runaway dish and spoon.

The F.B.I. say that the cow bet the cat that she could jump over the moon.

That was the strangest thing that has ever happened since three men in a tub went out to sea.

LITTLE TOMMY SINGS FOR HIS SUPPER

by Julia Morton

Hollywood, Calif. - Today Tommy Tucker sang for his supper at the Holiday Inn. They only gave him bread and butter. He is a famous singer but his wife left him because he was too poor to buy her a mink coat. When he sang that was the reason he got bread and butter instead of fine expensive food.

He is suffering from poverty. He has to sing for bread and butter so he can eat. He was famous but when he lost his voice in the middle of his song the people booed and threw trash at him.

LITTLE BOW PEEP ROBBED! !

by Amie Losi

Amsterdam, Holland - Yesterday at three o'clock Princess Bow Peep (commonly known as Little Bow Peep) was robbed while tending her sheep. It was done by the Fox. She let them stray and her sheep were stolen.

Only her favorite lamb was left. All the rest were taken. All of the King's men are looking for them. Twenty sheep are missing, seven black, ten white and three lambs. $5,000 reward for them. The King's wise men don't agree with the soldiers looking for them. A wise man named Nicodemus said "Leave them alone and they will come home, wagging their tails behind them."

LADY ARRESTED FOR TELLING DOG TO TO BITE PIG

by Susan Christie

Orange County - On Tuesday a Mrs. Green a 75 year old woman, was arrestedfor making her pig jump over a fence. It all happened when she was sweeping her floor and she found a penny and she decided to buy a pig. When she was bringing home her pig she came to a fence and her pig would not go over it. Down the street a little bit she saw a dog and said "Dog, dog, come bite my pig so my pig will go over the fence." So the dog bit the pig.

WOMAN LOCKED IN PUMPKIN

by Don Maloy

Jasper, Canada - Three cats, three dogs, three ducks, three rats, and two pigs went on a date. But it started to rain. They got very, very wet. The surprising thing is they broke worlds records for the biggest date. Why do pigs, ducks, rats, cats, and dogs go on dates? Will you ever see animals go on dates again? The sad thing is the date wasn't too long.

The French word for Mother Goose is Mere l'Oye.

PRESIDENT FORD'S PUSSY CAT COMES BACK FROM LONDON

by Dan Rodman

Washington, DC - Today the President's cat came back from London. We asked him how he got to London. He said,"I flew all by myself in my own private plane." And we asked him what he went to London for he said,"I went to London to see the queen" and what did you do,"I frightened a little mouse under a chair."

Now that the cat went to London he gets to be Vice President and if the President dies the cat takes over but if the cat dies Rockefeller becomes Vice President.

ANIMALS GO ON DATES

by Tracy Mann

London, Eng. - On June 15, 1581 P. Pumpkineater tried to starve his wife because he could not support her.

P. Pumpkineater could not support his wife so he locked her in a pumpkin. J. Nimble found her munching on a piece of pumpkin. He let her out. Meanwhile, P. Pumpkineater married again. He didn't love her. He was arrested for attempting murder. He was sentenced for 12 years.

When he got out he had two wives. They both nagged him so he took one and divorced the other. As far as we kn he is still living.

NEWBERY AWARD BOOKS

GOAL

To expose children to literature of high quality in terms of aesthetic appreciation for a work.

To promote a keener perception of the qualities and meanings of human experiences through prose fiction, a symbolic representation of life.

OBJECTIVE

Given this unit of study, the student will:
...perceive values and feelings in book characters as a means of approaching acceptance of people.
...promote an expanded enriched interest in personal reading experiences.
...evaluate story elements of literature in the basic areas of character, incident, time, place, and mood.
...discover and compare themes.
...increase appreciation of figurative language.

CONTENT/CONCEPT

I. Study of Newbery Award Books & Runners-Up
    A. Observation of Cultures Represented
    B. Practice in Evaluating Elements of a Story
    C. Bibliographies of Authors

II. Historical Context
    A. Comparison of Many Historical & Geographical Settings

BEFORE YOU BEGIN

*Collect Newbery Award books and runners-up. Order films made from Newbery titles. Consult school and public library film catalogues. Provide research books for pursuing interests in a specific author or culture.

*Acquaint children with the basic elements of a story. Order commercially produced Newbery activity cards and Newbery tests on individual books, if possible. School supply catalogs list them in their literature sections. If available, assemble "Newbery Medal Books Learning Center" by Gertrude Bigelow and Mary Waters from Orange Unified School District. Discuss figurative language and present examples of simile, metaphor, alliteration, personification, refrains, and onomatopoeia.

MULTICULTURAL EMPHASIS

Literature can mirror the life of a culture. It can provide memorable characters of a given culture with whom children can identify. It can enable children to gain insights into the lives and essential humanity of people to show that all cultures are multifaceted yet universal in needs.

*See Appendix

ACTIVITIES

1. Read several Newbery Books.
2. Create book jackets for books.
3. Research the country.
4. Write a biographical sketch of the author.
5. Use the Newbery and Caldecott Medal Books resource by Horn Book, Inc. to find out about author's purpose and to read evaluating essays.
6. Study the criteria for the selection of a Newbery Award book. Select a committee to choose a class Newbery Award winner. A student could pretend to be the author of the winning book and give an acceptance address.
7. Dramatize roles from novels.
8. Play "What Character Am I?" game where familiar character's names from Newbery books are pinned on children's backs. They ask classmates for clues about their tag.

*9. Make a class book wheel in the shape of a pie. Label each section with a different genre of literature. Children record book titles in appropriate sections of wheel.

10. Make a list words that originated in another language. Give definitions or context in which they are used.
11. Write a play or script based on the story.
12. Pick a theme (such as loneliness) and find several books whose themes relate to that idea.
13. Compile a list of picturesque speech examples or of colorful similes, metaphors, personification, alliteration, or refrains.
14. Create imaginary conversations between characters from different books.
15. Design book blurbs. Keep a class index card file of book blurbs and recommendations for reading. Refer to it for choosing books.
16. Hold round-table discussions on a given book.
17. Write "pen pal" letters to another person in the class. Each assumes the personality and viewpoint of a character in the story.
18. Assemble a newspaper based on a book. Committee work could include front page, editorials, society page, comics, weather, want ads, advertisements, etc. Print the newspaper and "sell" it newspaper boy style. e.g. "Read all about it..."
19. Write paragraphs of contrast to show character changes that take place from beginning to end of book.
20. Create dioramas. Write an additional episode for a novel.
21. Write lyrics about the novel to fit a selected melody.
22. Hold panel discussions.
23. Create TV game shows.

*See Appendix

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Activities (Continued)

24. Invent board games using events, facts, characters, and symbols from a book.
25. List characteristics of stereotypes. Discuss "stereotypes" in cultures and society. Choose a character from a Newbery novel to compare with stereotype elements in list.
26. Create a collage.
27. Build a mobile.
28. Paint a mural.
29. Produce Super-8 movies about a book. Write scripts...Plan costumes... Record dialogue...Role-play parts.
30. Use many forms of poetry to express feelings and comprehension of a book.

    two-word poems
    touch poems
    color poems
    sense poems
    haiku
    tanka

    cinquain
    name poems
    diamante
    limericks
    couplets
    quatrains
31. Illustrate a scene from a book.
32. Build vocabulary lists.
33. Write a questionnaire. Include answers.

*34. Study the story form of each book you read. Consider the following elements:

    character
    incident
    time
    place
    mood

*35. Discuss, compare, write about, and evaluate the story elements of Newbery Award books. Follow list of sub-objectives when directing these activities.

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*See Appendix

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APPENDIX

Definitions of Elements of a Story

Character	Human, animal, or supernatural. Actors whose characteristics influence the progression and resolution of incident. Their actions represent those of the human situation.
Incident (Plot)	A series of situations based on conflict. Retrospect and anticipation create the tension for the incidents.
Time	The relationship of one incident to another to create an order to the events.
Place	The environment of history, geography and society around which characters and incidents occur.
Mood	The spirit of a work noted in the author's attitude toward the content. Mood effects readers reactions and imagery.

Framework for Examining the Function of Each Story Element

Character is often revealed through:
  appearance and environment, actions, speech, thoughts, reactions to others, reactions of other character to them.

Character may be described by:
  direct statement of a narrator; metaphor or simile; naming.

Character's development produces vitality in story
Characters emerge in differing degrees.
Character development must remain consistent.

Incident is the dramatic treatment of a theme.
Incident develops through cause and effect.
Incident contributes to reader's perception of cause and effect in related episodes.

Time is structured in planes and degrees of movement.
Time is the significant order of events.
Time may be ordered:
...in chronological sequence.
...directly by the author.
...in a psychological sequence of the relevance of events to characters or transitions and juxtapositions of events to characters.

Place has relevance to character.
Place may predict the movement of the story.
Place contributes to the illusion of the story.

Mood may direct a reader's response by expanding meaning.
Mood intensifies feeling and imagery through: sentence sounds and structure; individual words; metaphor; simile; personification.
Mood establishes the limits of the narrative and indicates realism or fantasy.

Appendix (Continued)

Sub-Objectives for Analyzing Story Elements

1. Comprehend implied meanings
2. Follow a sequence of events
3. Predict outcomes
4. Detect mood
5. Form and react to sensory images
6. Note significant details
7. Recognize humor, exaggeration, incongruity
8. Comprehend metaphors (simple and complex)
9. Comprehend symbol
10. Detect author's perspective

Sample Genre List

Folk Literature

Portrays heroes and heroines performing stern tasks.
Good triumphs over seemingly insurmountable odds.

Fantasy

Encompasses magical and imaginative adventures and feats.

Animal Stories

Animals are personified or become main characters through descriptions which attribute to them human-like personalities.

Realistic Fiction

Incorporates themes such as love, reassurance, and achievement.
Characters are developed as believable people.

Historical Fiction

Fictional characters placed in historically authentic settings.
Setting and characters seem real.

Biography

Parallels historical fiction in that authentic settings are portrayed.
Character's real life events are narrated with literary style.

RESOURCES/MATERIALS

The Newbery Awards & Runners-Up (Starred books are multicultural)

1922 The Story of Mankind, Hendrik Willem Van Loon, Little

Runners-up:

The Great Quest, Charles Hawes.
Cedric the Forester, Bernard Marshall.
The Old Tobacco Shop, William Bowen.
The Golden Fleece & the Heroes Who Lived Before Achilles, Padraic Colum.
Windy Hill, Cornelia Meigs

1923 The Voyages of Doctor Dolittle, Hugh Lofting, Lippincott

1924 The Dark Frigate, Charles Hawes, Little, Brown.

*1925 Tales from Silver Lands, Charles J. Finger, Doubleday.

Runners-up:

Nicholas, Anne Carroll Moore.
Dream Coach, Anne Parrish.

*1926 Shen of the Sea, Arthur Bowie Chrisman, Dutton

Runners-up:

Voyagers, Padraic Colum.

1927 Smoky, the Cowhorse, Will James, Scribner.

*1928 Gayneck, the Story of a Pigeon, Dhan Gopal Mukerji, Dutton

Runners-up:

The Wonder Smith & His Son, Ella Young.
Downright Dencey, Caroline Snedeker

*1929 The Trumpeter of Krakow, Eric P. Kelly, Macmillan

Runners-up:

Pigtail of Ah Lee Ben Loo, John Bennett.
Millions of Cats, Wanda Gag.
The Boy Who Was, Grace Hallock.
Clearing Weather, Cornelia Meigs.
Runnaway Papoose, Grace Moo.
Tod of the Fens, Elinor Whitney.

1930 Hitty, Her First Hundred Years, Rachel Field, Macmillan.

Runners-up:

Daughter of the Seine, Jeanette Eaton.
Pran of Albania, Elizabeth Miller.
Jumping-Off Place, Marian Hurd McNeely.
Tangle-Coated Horse & Other Tales, Ella Young.
Vaino, Julia Davis Adams.
Little Blacknose, Hildegarde Swift.

The Newbery Awards & Runners-Up (Continued)

*1931 The Cat Who Went to Heaven, Elizabeth Coatsworth, Macmillan

Runners-up:

Floating Island, Anne Parrish.
The Dark Star of Itza, Alida Malkus.
Queer Person, Ralph Hubbard.
Mountains Are Free, Julia Davis Adams.
Spice & the Devil's Cave, Agnes Hewes.
Meggy Macintosh, Elizabeth Janet Gray.
Garram the Hunter, Herbert Best.
Ood-le-uk the Wanderer, Alice Lide & Margaret Johansen.

*1932 Waterless Mountain, Laura Adams Armer, Longmans.

Runners-up:

The Fairy Circus, Dorothy P. Lathrop.
Calico Bush, Rachel Field.
Boy of the South Seas, Eunice Tietjens.
Out of the Flame, Eloise Lownsberry.
Jane's Island, Marjorie Allee.
Truce of the Wolf & Other Tales of Old Italy, Mary Gould Davis.

*1933 Young Fu of the Upper Yangtze, Elizabeth Lewis, Winston.

Runners-Up:

Swift Rivers, Cornelia Meigs.
The Railroad to Freedom, Hildegarde Swift.
Children of the Soil, Nora Burglon.

1934 Invincible Louisa, Cornelia Meigs, Little, Brown.

Runners-up:

The Forgotten Daughter, Caroline Snedeker.
Swords of Steel, Elsie Singmaster.
ABC Bunny, Wanda Gag.
Winged Girl of Knossos, Erik Berry.
New Land, Sarah Schmidt.
Big Tree of Bunlahy, Padraic Colum.
Glory of the Seas, Agnes Hewes.
Apprentice of Florence, Anne Kyle.

*1935 Dobry, Monica Shannon, Viking.

Runners-Up:

Pageant of Chinese History, Elizabeth Seeger.
Davy Crockett, Constance Rourke.
Day on Skates, Hilda Van Stockum.

1936 Caddie Woodlawn, Carol Ryrie Brink, Macmillan.

Runners-Up:

Honk, the Moose, Phil Stong
The Good Master, Kate Seredy.
Young Walter Scott, Elizabeth Janet Gray.
All Sail Set, Armstrong Sperry.

1937 Roller Skates, Ruth Sawyer, Viking.

Runners-Up:

Phoebe Fairchild: Her Book, Lois Lenski.
Whistler's Van, Idwal Jones.
Golden Basket, Ludwig Bemelmans.
Winterbound, Margery Bianco.
Audubon, Constance Rourke.
The Codfish Musket, Agnes Hewes.

1938 The White Stag, Kate Seredy, Viking.

Runners-Up:

Pecos Bill, James Cloyd Bowman.
Bright Island, Mabel Robinson.
On the Banks of Plum Creek, Laura Ingalls Wilder.

1939 Thimble Summer, Elizabeth Enright.

Runners-Up:

Nino, Valenti Angelo.
Mr. Popper's Penguins, Richard & Florence Atwater.
Hello the Boat!, Phyllis Crawford.
Leader by Destiny: George Washington, Man & Patriot, Jeanette Eaton
Penn, Elizabeth Janet Gray.

1940 Daniel Boone, James Daugherty, Viking.

Runners-Up:

The Singing Tree, Kate Seredy.
Runner of the Mountain Tops, Mabel Robinson.
By the Shores of Silver Lake, Laura Ingalls Wilder.
Boy with a Pack, Stephen W. Meader.

*1941 Call It Courage, Armstrong Sperry, Macmillan.

Runners-Up:

Blue Willow, Doris Gates.
Young Mac of Fort Vancouver, Mary Jane Carr.
The Long Winter, Laura Ingalls Wilder.
Nansen, Anna Gertrude Hall.

1942 The Matchlock Gun, Walter D. Edmonds, Dodd, Mead.

Runners-Up:

Little Town on the Prairie, Laura Ingalls Wilder.
George Washington's World, Genevieve Foster.
Indian Captive: The Story of Mary Jemison, Lois Lenski.
Down Ryton Water, Eva Roe Gaggin.

*1943 Adam of the Road, Elizabeth Janet Gray, Viking.

Runners-Up:

The Middle Moffat, Eleanor Estes.
Have You Seen Tom Thumb?, Mabel Leigh Hunt.

1944 Johnny Tremain, Esther Forbes, Houghton.

Runners-Up:

These Happy Golden Years, Laura Ingalls Wilder.
Fog Magic, Julia Sauer.
Rufus M., Eleanor Estes
Mountain Born, Elizabeth Yeates.

1945 Rabbit Hill, Robert Lawson, Viking.

Runners-Up:

The Hundred Dresses, Eleanor Estes
The Silver Pencil, Alice Dalgliesh.
Abraham Lincoln's World, Genevieve Foster.
Lone Journey: The Life of Roger Williams, Jeanette Eaton.

1946 Strawberry Girl, Lois Lenski.

Runners-Up:

Justin Morgan Had a Horse, Marguerite Henry.
The Moved-Outers, Florence Crannell Means.
Bhimsa, The Dancing Bear, Christine Weston.
New Found World, Katherine Shippen.

1947 Miss Hickory, Carolyn Sherwin Bailey, Viking.

Runners-Up:

Wonderful Year, Nancy Barnes.
Big Tree, Mary & Conrad Buff.
The Heavenly Tenants, William Maxwell.
The Avion My Uncle Flew, Cyrus Fisher.
The Hidden Treasure of Glaston, Eleanore Jewett.

*1948 The Twenty-One Balloons, William Pene duBois, Viking.

Runners-Up:

Pancakes-Paris, Claire Huchet Bishop.
Li Lun, Lad of Courage, Carolyn Treffinger.
The Quaint & Curious Quest of Johnny Longfoot, Catherine Besterman.
The Cow-Tail Switch, & Other West African Stories, Harold Courlander.
Misty of Chincoteague, Marguerite Henry.

*1949 King of the Wind, Marguerite Henry.

Runners-Up:

Seabird, Holling C. Holling.
Daughter of the Mountains, Louise Rankin.
My Father's Dragon, Ruth S. Gannett.
Story of the Negro, Arna Bontemps.

The Newbery Awards & Runners-Up (Continued)

*1950 The Door in the Wall, Marguerite de Angeli, Doubleday.

Runners-Up:

Tree of Freedom, Rebecca Caudill.
The Blue Cat of Castle Town, Catherine Coblentz.
Kildee House, Rutherford Montgomery.
George Washington, Genevieve Foster.
Song of the Pines, Walter & Marion Havighurst.

*1951 Amos Fortune, Free Man, Elizabeth Yates, Aladdin.

Runners-Up:

Better Known as Johnny Appleseed, Mabel Leigh Hunt.
Gandi, Fighter Without a Sword, Jeanette Eaton.
Abraham Lincoln, Friend of the People, Clara Ingram Judson.
The Story of Appleby Capple, Anne Parish.

1952 Ginger Pye, Eleanor Estés, Harcourt.

Runners-Up:

Americans Before Columbus, Elizabeth Baity.
Minn of the Mississippi, Holling C. Holling.
The Defender, Nicholas Kalashnikoff.
The Light at Tern Rocks, Julia Sauer.
The Apple & the Arrow, Mary & Conrad Buff.

*1953 Secret of the Andes, Ann Nolan Clark, Viking.

Runners-Up:

Charlotte's Web, E. B. White.
Moccasin Trail, Eloise McGraw.
Red Sails to Capri, Ann Weil.
The Bears on Hemlock Mountain, Alice Dalgliesh.
Birthdays of Freedom, Vol. 1, Genevieve Foster.

*1954 And Now Miguel, Joseph Krumgold, Crowell.

Runners-Up:

All Alone, Claire Hucet Bishop.
Shadrach, Meindert DeJong
Hurry Home Candy, Meindert DeJong.
Theodore Roosevelt, Fighting Patriot, Clara Ingram Judson.
Magic Maize, Mary & Conrad Buff.

*1955 The Wheel on the School, Meindert DeJong, Harper

Runners-Up:

Courage of Sara Noble, Alice Dalgliesh.
Banner in the Sky, James Ullman.

The Newbery Awards & Runners-Up (Continued)

1956 Carry On, Mr. Bowditch, Jean Lee Latham, Houghton.

Runners-Up:

The Secret River, Marjorie Kinnan Rawlings.
The Golden Name Day, Jennie Linquist.
Men, Microscopes, & Living Things, Katherine Shippen.

1957 Miracles on Maple Hill, Virginia Sorensent, Harcourt.

Runners-Up:

Old Yeller, Fred Gipson.
The House of Sixty Fathers, Meindert DeJong.
Mr. Justice Holmes, Clara Ingram Judson.
The Corn Grows Ripe, Dorothy Rhoads.
Black Fox of Lorne, Marguerite de Angeli.

1958 Rifles for Watie, Harold Keith.

Runners-Up:

The Horsecatcher, Mari Sandoz.
Gone-Away Lake, Elizabeth Enright.
The Great Wheel, Robert Lawson.
Tom Paine, Freedom's Apostle, Leo Gurko.

1959 The Witch of Blackbird Pond, Elizabeth George Speare, Houghton.

Runners-Up:

The Family Under the Bridge, Natalie S. Carlson.
Along Came a Dog, Meindert DeJong.
Chucaro: Wild Pony of the Pampa, Francis Kalnay.
The Perilous Road, William O. Steele.

*1960 Onion John, Joseph Krumgold, Crowell.

Runners-Up:

My Side of the Mountain, Jean George.
America is Born, Gerald W. Johnson.
The Gammage Cup, Carol Kendall.

1961 Island of the Blue Dolphins, Scott O'Dell, Houghton.

Runners-Up:

America Moves Forward, Gerald W. Johnson.
Old Ramon, Jack Schaefer.
The Cricket in Times Square, George Selden.

1962 The Bronze Bow, Elizabeth George Speare, Houghton.

Runners-Up:

Frontier Living, Edwin Tunis.
The Golden Goblet, Eloise McGraw.
Belling the Tiger, Mary Stolz.

The Newbery Awards & Runners-Up (Continued)

1963 A Wrinkle in Time, Madeleine L'Engle, Farrar, Straus.

Runners-Up:

Thistle & Thyme, Sorche Nic Leodhas.
Men of Athens, Olivia Coolidge.

1964 It's Like This, Cat, Emily Cheney Neville, Harper.

Runners-Up:

Rascal, Sterling North.
The Loner, Ester Wier.

*1965 Shadow of the Bull, Maia Wojciechowska, Atheneum.

Runners-Up:

Across Five Aprils, Irene Hunt.

*1966 I, Juan De Pareja, Elizabeth Borten de Trevino, Farrar.

Runners-Up:

The Black Cauldron, Lloyd Alexander.
The Animal Family, Randall Jarroll.
The Noonday Friends, Mary Stolz.

1967 Up a Road Slowly, Irene Hunt, Follett.

Runners-Up:

The King's Fifth, Scott O'Dell
Zlateh the Goat & Other Stories, Isaac Pashevis Singer.
The Jazz Man, Mary H. Weik.

1968 From the Mixed-Up Files of Mrs. Basil E. Frankweiler, E. L. Konigsburg. Atheneum

Runners-Up:

Jennifer, Hecate, Macbeth, William McKinley, & Me, Elizabeth, E. Konigsburg.
The Black Pearl, Scott O'Dell
The Fearsome Inn, Isaac Bashevis Singer

1969 The High King, Lloyd Alexander.

Runners-Up:

To Be a Slave, Julius Lester.
When Shlemiel Went To Warsaw & Other Stories, Isaac Bashevis Singer.

*1970 Sounder, William H. Armstrong, Harper.

Runners-Up:

Our Eddie, Sulamith Ish-Kishor.
The Many Ways of Seeing: An Introduction to the Pleasures of Art, Janet Gaylord Moore.
Journey Outside, Mary Q. Steele.

1971 *Summer of the Swans*, Betsy Byars, Viking.

Knee-Knock Rise, Natalie Babbitt.
Enchantress from the Stars, Sylvia Louise Engdahl.
Sing Down the Moon, Scott O'Dell

1972 *Mrs. Frisby & the Rats of NIMH*, Robert C. O'Brien, Atheneum.

Runners-Up:

Annie & the Old One, Miska Miles
The Headless Cupid, Zilpha Keatley Snyder.
Incident at Hawk's Hill, Allan W. Eckert.
The Planet of Junior Brown, Virginia Hamilton.
The Tombs of Atuan, Ursula K. LeGuin.

*1973 *Julie of the Wolves*, Jean Craighead George, Harper.

Runners-Up:

Frog & Toad Together, Arnold Lobel
The Upstairs Room, Johanna Reiss.
The Witches of Worm, Zilpha Keatley Snyder.

*1974 *The Slave Dancer*, Paula Fox, Bradbury.

Runners-Up:

The Dark is Rising, Susan Cooper.

*1975 *M. C. Higgins, the Great*, Virginia Hamilton, Macmillan.

Runners-Up:

My Brother Sam is Dead, James Lincoln Collier & Christopher Collier.
The Perilous Gard, Elizabeth Marie Pope.
Phillip Hall Likes Me. I Reckon Maybe, Bette Greene.
Figgs & Phantoms, Ellen Raskin.

1976 *The Grey King*, Susan Cooper, Atheneum.

Runners-Up:

Dragonwings, Laurence Yep, Harper
The Hundred Penny Box, Sharon Bell Mathis, Viking.

*1977 *Roll of Thunder*, Hear My Cry, Mildred D. Taylor, Dial.

Runners-Up:

A String in the Harp, Nancy Bond, Atheneum.
Abel's Island, William Steig, Farrar.

1978 *Bridge To Terabithia*, Katherine Paterson, Crowell.

Runners-Up:

Ramona & Her Father, Beverly Cleary, Morrow.
Anpao: An American Indian Odyssey, Jamake Highwater, Lippincott.

1979 The Westing Game, Ellen Raskin, E. P. Dutton.

Runner-Up

The Great Gilly Hopkins, Katherine Paterson, Crowell.

1980 A Gathering of Days: A New England Girl's Journal, 1830-32, Joan Blos, Scribners.

Runner-Up:

The Road From Home: The Story of an American Girl, David Kherdian, Greenwillow

1981 Jacob Have I Loved, Katherine Paterson, Crowell.

Runners-Up:

The Fledgling, Jane Langton, Harper & Row.
A Ring of Endless Light, Madeline L'Engle, Farrar

NOTE: Runners-up books in recent years have been called "Honor Books."

FOLK TALES AND FAIRY TALES

GOAL

...To promote awareness of universal messages in Folk Tales and Fairy Tales.
...To expand interest in personal reading activities.
...To develop understanding of racial, regional, economic, and religious backgrounds of many diverse cultures.

OBJECTIVE

...distinguish between real and make-believe or probable and improbable.
...relate themes, moods, feeling, and tone.
..stimulate imagination and sensory impressions.
...analyze character traits.
...compare cultural differences socially, historically, and geographically.
...follow sequence of events.
...recognize basic story parts.
...identify problems and predict outcomes.
...make inferences from dialogue and narrative.

CONTENT/CONCEPT

I. Books of other lands and cultures that exhibit the universality of human experience.

II. Translations through folk and fairy tales of values, beliefs, and customs.

III. Background surveys of racial, religious, economic, and geographical groups of people.

BEFORE YOU BEGIN

Collect several Fairy Tale and Folk Tale Anthologies and books. See sample bibliography for a representative list, as library collections differ.

Order films and audio-visual materials relating to fairy tales and folk tales.

Have world map available.

Collect music, dances, and folk art ideas that enhance the study of the cultures represented in the stories.

If possible, order: Fact, Fantasy, and Folklore, Expanding Language Arts, and Critical Thinking Skills; by Greta B. Lipson and Baxter Morrison; A Good Apple Publication.
Order from: Good Apple, Inc.
Box 299, Carthage, Illinois 62321

Expose children to the following terms:

Setting	Theme
Characterization	Mood
Plot	Point of View

*See teacher/child materials for definitions.

MULTICULTURAL IMPLICATIONS

Fairy tales and folk tales from many lands offer content for comparing similarities and differences among cultures. They offer direct narratives That show historical and social insight. Resolutions of conflicts describe common feelings and common goals of all people.

In this unit, starred (*) items indicate supporting materials at the back.

ACTIVITIES

1. Discuss sky, sun, stars, moon, Milky Way, and so on; then create imaginary stories about creations. (Read aloud, "How the Milky Way Began.")

2. Make up a fantasy to share.

3. Use musical instruments to interpret moods and characters as a story is told or acted out.

4. Discuss actions of characters and problems overcome to determine theme of stories.

5. Re-tell stories orally.

6. Build dioramas.

7. Illustrate stories.

8. List attributes of a hero; attributes of a villain. Categorize characters from several stories.

9. Show evidence that a character changed in a story. Tell how, when, why...

10. Consider "neutral" characters from stories. Tell why they were necessary for the plot.

*11. Hold "mock trials" for characters in story.

12. Role play and produce plays.

13. Pantomime

14. Create puppets.

15. Research origins of your collection of tales. Become familiar with cultural backgrounds of stories.

16. Study maps to locate origins.

*17. Listen to music, learn dances, imitate folk art that pertain to the culture of a particular folk tale.

*18. Research famous storytellers to understand cultural backgrounds, (Kipling, Grimm Brothers, Anderson, etc).

19. Find "creation" tales from many countries. Compare likenesses and differences.

20. Consider the universality of numeration found in tales from all countries by locating character grouping in threes, sevens, twelves, ...

*See Appendix

21. Write stories as ballads or poems.

22. Make cartoons of major events of stories.

23. Analyze story parts: Plot, Setting, Point of View, Theme, Mood, Tone, and Characterization.*

*24. Fill in a book report form or questionnaire .

25. Compare basic plot of several stories.

26. Discuss relationships between acts and consequences.

27. Change plot and/or characters and predict new outcomes.

28. Place characters in new time and setting.

29. Determine possible versus impossible actions and events in a story. Consider how stories would differ if all actions had to be possible.

30. Discuss underlying morals or messages inferred by stories.

*See Appendix

BOOK REVIEW

Title

Author

Culture

Publisher and Date

Setting (Who? Where? When? What? Why?)

Problem (State the problem; describe one main event and the buildup leading to the solution of the problem.)

Climax (How was the problem finally solved?)

Ending (How did the characters in the story react when the problem was solved?)

Comments

QUESTIONNAIRE

1. How do you know who the main character is?

2. In what part of the story is the setting provided? Does it change? In what part? Why do you think it changes?

3. What is the main problem or action in your story?

4. How was the problem solved? How did the solving of the problem change or influence the lives of the characters?

5. How did the story end? Would you have made it end differently? Why?

GLOSSARY OF TERMS

Setting:

Setting is the physical, sometimes spiritual background against which action of the narrative takes place. It is usually in a specific period, yet the setting in fairy and folk tales is imaginary and is seldom described in detail, leaving much to the reader's imagination. The setting is vital to the story, influences the characters, and contributes to the mood and atmosphere.

Characterization:

Characterization in fiction is the realistic delineation of imaginary people and their traits. They are revealed through what they say and do and what the narrative says about them. They are individualized through specific details. In fantasy, the characters aren't always people. They can be animals with superhuman traits, heros, or human-like characters.

Plot:

Plot is the sequence of incidents leading to a climax. Subplots can add complexity. Plots involve conflict.

Theme:

Theme is the central dominating concept that is made concrete through implicit or explicit actions, images, and narrative. It may be an idea or a moral. Themes in fantasy and folk tales often involve the following:

1. Enchantment - Expression through the charm of tiny people, long sleep, bewitchment, and magic powers.
2. Magic - Transformation of characters; tasks and trials; description through objects such as lamps, rings, harps, wands.
3. Trickery of animals and people.
4. Explanation of land formations, day and night, seasons, and animal behavior.

Mood:

Mood is created through impressions and images which can convey mystery, adventure, excitement, and thoughtfulness. Fantasies often employ humorous feelings, and frontier spirits of perseverance, loyalty, and regional pride.

Point of View:

Point of view is the "voice" or the vantage point from which an author presents actions.

Biographies and Research

A research project of great interest and depth can be encouraged (or assigned) to pairs or teams of students. They can be directed to choose an author of folklore and research these points.

1. The life of the author--childhood, personality, purpose in writing.
2. A definition and description of what this author wrote.
3. An analysis of the value and contribution of the author's work.

Some authors to be researched might be chosen from this sample list:

Hans Christian Andersen
Aesop
Charles Perrault
Lewis Carroll
Oscar Wilde
C. S. Lewis
Kenneth Crahame
J. R. R. Tolkien

The Brothers Grimm
Walt Disney
Beatrix Potter
Howard Pyle
James Barrie
Mary Norton
E. B. White
Homer

RESOURCES/MATERIALS

Filmstrip/Cassette:

Children of Courage, Five original ethnic tales
Spoken Arts, New Rochelle, New York 10801

Books:

Grimm's Fairy Tales, Illustrated Junior Library

Anderson's Fairy Tales, Illustrated Junior Library

The Provensen Book of Fairy Tales, Random House

East of the Sun and West of the Moon, Absjornsen and Moe

Favorite Tales Told in Japan, Haviland series

" " " " *Spain*

" " " " *Russia*

" " " " *Italy*

" " " " *Germany*

" " " " *England*

" " " " *Scotland*

Ireland

Famous Fairy Tales, Perrault

Tales From Old China, Chang

Tales the People Tell in Russia, Wyndham

Round the World Fairy Tales, Amabel Williams-Ellis

English Folk and Fairy Tales, Jacobs

Swiss Alpine Folk Tales, Fritz Muller Guggenbuhl

Once in the First Times, Folk Tales from the Philippines,
Elizabeth Hough Sechrist

The Bushman's Dream, African Tales of the Creation, Jenny Seed

Charms and Changelings, Manning Sanders

Just So Stories, Rudyard Kipling

At the Butt End of the Rainbow and Other Irish Tales, Livesey

Japanese Tales and Legends, Helen and William Alpine

African Myths and Legends, Kathleen Arnott

Irish Sagas and Folk Tales, Eileen O'Faolain

Scandinavian Legends and Folk Tales, Gwyn/Jones

Scottish Folk Tales and Legends, Charlotte Downing

Tales From Silver Lands, Charles Finger

References:

The Ordinary and the Fabulous, An Introduction to Myths, Legends, and Fairy Tales, Elizabeth Cook, Cambridge University Press, Cambridge, Mass., 1976.

TALL TALES

GOAL

To visualize changes American society has gone through with respect to agriculture and industry.

To recognize use of exaggeration as a tool for incorporating humor in tall tales.

To acquaint children with regional values, customs, economics and pioneer spirit of Americans through common themes of tall tales.

OBJECTIVE

Given this unit of study, the student will

...discover origins of tales and common threads of the American philosophy of overcoming challenging obstacles.

...analyze how characters of tall tales embody a common element of superhuman abilities.

...discover humor in the idea of conquering the impossible through outlandish exaggeration.

...understand how physical terrain influenced methods of survival in various regions.

...compare actual historical tasks accomplished in settling America with exaggerated feats of tall tales.

...recognize that early settlers came to America and found they had to overcome severe hardships.

...inspire other forms of art through imagination and creativity sparked by exposing children to tall tales.

...expand appreciation for personal reading experiences.

CONTENT/CONCEPT

1. Events in United States History

2. United States geographical regions

3. Tall tales characters:

   Pecos Bill
   Old Stormalong
   Paul Bunyan
   Joe Magarac
   Mike Fink
   Tornado Jones
   Windwagon Smith
   Rip Van Winkle
   Wild Bill Hickok
   Tony Beaver
   Sam Patch
   Febold Feboldson
   Annie Christmas
   Bowlegged Bill
   Others that reference materials suggest

4. Humor through exaggeration

5. American ideals and philosophies

BEFORE YOU BEGIN

Background Information:

...Tall tales are not based on folk tales.
...Tall tales are imaginative, exaggerated, humorous, and original creations.
...A tall tale or "yarn" is of oral tradition therefore, historical accuracy is unimportant
...Heroes in tall tales embody traits and ideas admired as being of the "American tradition"
...Tall tales are not ethnic in background. They are a reflection of a pioneer spirit and an optimism that no task was too big for our countrymen.
...Tall tales encompass a humor which grows from telling outlandish exaggerations with the flair of displaying a serious attitude about the flagrant lies.

You will need to:

1. Collect books, stories, filmstrips and films pertaining to tall tales. Consider the representative list of individual heroes in the materials pages.

2. Display maps appropriate for locating origins of regional tall tales.

3. Present vocabulary:

   exaggeration - to enlarge beyond truth

   characterization - establishing personality, description, and actions of a given person in a story

   traits - characteristics

4. Have history books on hand for researching events around which tall tales evolved.

5. Use appropriate dramatizations on records, tapes, and cassettes when possible.

6. Prepare to re-tell some tall tales orally.

7. Develop appropriate vocabulary lists to present with individual stories.

8. Consider re-producing any student pages from the back of this unit.

ACTIVITIES

1. List character traits associated with a "super hero".

2. Read many tall tales
   Find a common theme

3. Research regions where tall tales originated for discussions, oral presentations, a written paper. Consider climate, terrain, economics and agriculture.

4. Collect pictures from regional areas. Use them to make a collage in the shape of the United States.

5. Decide what tasks might have to be accomplished in order to settle in a region.

6. Determine which characters grew out of each region. Tell why.

7. Construct an outline map depicting regional tall tale heroes. Label regions with symbols or names to represent characters.

*8. Make a comparison chart of all tall tale heroes. Include descriptions, tasks, tools, regions, and personality traits.

*9. Research great events or tasks accomplished in American history.

10. Make a diary of the events or episodes of a tall tale character's life.

11. Illustrate a tall tale.

12. Create puppets. Produce a play.

13. Build dioramas or models depicting setting and incident from a story.

14. Write poems about tall tale characters (Cinquains, Limericks, Haiku, Rhyming Verses, Ballads,...)

15. List occupations of some characters. Then research the job as it existed in real life.

*16. Read about real people who became famous in American history for deeds. Determine which tales told about them were possible and which were impossible. (example: Johnny Appleseed - played with bear cubs and wore a tin pot for a hat.)

17. Study hyperbole and the use of superlatives. Discuss the relevance and impact upon tall tales.

18. Dramatize a tall tale.

19. Assemble a notebook of gathered materials about tall tales.

20. Create masks of characters.

21. Relocate a tall tale hero in a different setting or time. Consider dialogue, colloquialisms, and superhuman attributes.

22. Create a modern day hero to conquer current problems. A newspaper could suggest current situations.

23. Start a "Liar's Club" to practice the humor of telling outlandish exaggerations with a straight face.

* See Appendix

APPENDIX

Sample list of Real People who had tales of great feats attributed to them to use for comparison of Tall Tale Heros.

- Johnny Appleseed
- Daniel Boone
- James Bridger
- Buffalo Bill
- Kit Carson
- Davey Crockett
- Andrew Jackson
- Calamity Jane
- Billy the Kid
- Jesse James

Sample Historical Events List, around which to create new Tall Tales.

1775 - Boston Tea Party
Paul Revere's Ride
Revolutionary War

1776 - Betsy Ross makes first American flag

1789 - George Washington - first president

1804 - Lewis and Clark expedition from Missouri to the Pacific Ocean

1848 - Gold Rush begins

1869 - First transcontinental railroad completed

1876 - Alexander Graham Bell invents telephone

1903 - Wright Brothers fly first airplane

1969 - man lands on the moon

Invent a Tall Tale

Tales you write should include:

1. Exaggeration: He was 47 feet 6½ inches tall.
2. Details: He wore a size 20 shoe made from pink elephant hides.
3. Comparison: His walk shook the earth like an earthquake.
4. Humor: He lived in a cigar box.

Consider titles that may help you get started:

1. The Boy With X-Ray Vision
2. The Magic Potion
3. The 5-Pound Football Player
4. The First Man On The Moon
5. The Bear Who Talked

____
Name

PECOS BILL
(Greatest Cowboy in the West)

1. Pecos Bill was from the state of ______________________________.

2. While crossing the ______________________________ River, Bill fell from a covered wagon. His new family and "Ma" that raised him were ______________________.

3. He invented "roping" by catching a gila monster with a ______________________________.

4. Bill found a colt about to be eaten by buzzards and saved him. This colt became known as ______________________________.

5. The horse got rid of Bill's friend by ____
____.

6. The friend landed on ______________________ Peak in Colorado.

7. Bill threw his lasso to the mountain and pulled his friend back to __________________.

8. He rode a __________________________________ across four states.

9. When he landed on the ground, he fell so hard, he carved out ________________________.

10. Bill fenced in the state of ____________________________ to use for a pasture for his herd of cattle.

11. What was the name of Bill's sweetheart? ___________________________.

NAME ______________________________ DATE ________________

"MIKE FINK"

Use the following words to complete the sentences below:

keel horse Betsy foolish rugged alligator
Carpenter Mississippi Indians scout champion fighter
pirates Kentucky Mike Fink steamboat last

1. Early Americans who wanted to travel up river needed ____________ boats.
2. It took ________________ men to push a keel against the current.
3. They also had to fight off ________________ and ________________.
4. The river men boasted they were half ____________________ and half ____________________.
5. Mike Fink had been an Indian ________________ before he came on the river.
6. With his rifle, ______________, he was known as the best shot west of Pittsburg.
7. He and his friend, ________________, played a game called "Shoot the "Cup".
8. The red feather in Mike's cap showed he was the ____________ ____________ on his boat.
9. A constable in Louisville, ______________, tried to arrest Mike Fink.
10. But no man was ________________ enough to testify against Mike Fink.
11. When the steamboat appeared on the ________________, the keel boats started to disappear.
12. But Mike showed them that no ____________________ ever got the best of ________________.
13. He was the ________________ of the keelboatmen.

NAME ______________________________ DATE ________________

KEY

"MIKE FINK"

Use the following words to complete the sentences below:

keel horse Betsy foolish rugged alligator
Carpenter Mississippi Indians scout champion fighter
pirates Kentucky Mike Fink steamboat last

1. Early Americans who wanted to travel up river needed keel boats.
2. It took rugged men to push a keel against the current.
3. They also had to fight off Indians and pirates.
4. The river men boasted they were half horse and half alligator.
5. Mike Fink had been an Indian scout before he came on the river.
6. With his rifle, Betsy, he was known as the best shot west of Pittsburg.
7. He and his friend, Carpenter, played a game called "Shoot the "Cup".
8. The red feather in Mike's cap showed he was the champion fighter on his boat.
9. A constable in Louisville, Kentucky, tried to arrest Mike Fink.
10. But no man was foolish enough to testify against Mike Fink.
11. When the steamboat appeared on the Mississippi, the keel boats started to disappear.
12. But Mike showed them that no steamboat ever got the best of Mike Fink.
13. He was the last of the keelboatmen.

* Map for projects relating to regional activities.

Create a Mix or Match tall tale using the "recipe" below to fill in a "cut apart" page. Divide a paper into seven numbered sections. Then fill in each section.

TALL TALES - Tall tales are totally foolish and silly stories of nonsense. Tall tales are similar to folk humor because they too are based on exaggeration. Unlike folk humor, however, tall tales could never have happened.

Example: Once upon a time a dinosaur
ran on his giant reptile legs
over the mountain tops
to a deep dark cave
where a shaggy baggy caveman
was catching little lizards
and they had a picnic in the cave together.

You may use this pattern to write your own tall tales:

LINE 1: ONCE UPON A TIME A (AN)
Suggestion: Describe the character in your tale. Use an adjective to tell what he/she/it looks like, what this character's personality is like, or how the character feels. For example: a spotted leopard, a grouchy old man, a sly fox.

LINE 2: WAS...
Suggestion: Describe what the character is doing. Use a verb to begin this line. For example: was running quickly, hammered a nail, sang a silly song.

LINE 3: Suggestion: Explain where your character is going. Use a preposition to begin this line. For example: near a bridge, around the corner, beside a tree.

LINE 4: Suggestion: Describe the location of your character. This line usually begins with the work "to" or "by". For example: to the woods, by the river, to the ocean.

LINE 5: WHERE HE/SHE MEETS...
Suggestion: Describe who your character meets by using an adjective as you did in Line 1. For example: Where he meets a laughing cow, where she meets a fire-breathing dragon, where he meets his mother.

LINE 6: WHO WAS...
Suggestion: Describe what this next character is doing by using a verb as you did in Line 2. For example: Who was mowing the lawn, who was hiding under a bush, who was singing a sad song.

LINE 7: AND THEY....TOGETHER
Suggestion: Explain what the two characters did together. For example: and they put out the fire together, And they wrote silly poetry together, And they tiptoed through the tulips together.

Could be re-assembled as a "flip book"

RESOURCES/MATERIALS

Artley, A. Sterl and Monroe, Marion, The New Tall Tales, (Scott, 1964)

Bowman, James Cloyd, Mike Fink, (Little, 1957)

Turney, Ida Virginia, Paul Bunyan, The Work Giant, (Binfords, 1941)

Blair, Walter, Tall Tale America: A Legendary History Of Our Humorous Heroes, (Coward-McCann, 1944)

McCaslin, Nellie, Tall Tales and Tall Men, (Macrae Smith, 1956)

McCormick, A.B. and McCormick, D.J., Mister Stormalong, (Houghton, 1952)

Shapiro, Irwin, Steamboat Bill And The Captain's Top Hat (Messner, 1943)

Creder, Ellis, Tall Tales From The High Hills

McCormick, A. B. and McCormick, D.J., Paul Bunyan Swings His Axe

Felton, Harold W., Legends of Paul Bunyan

Felton, Harold W., John Henry And His Hammer

Wadsworth, Paul Bunyan And His Great Blue Ox

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MARK TWAIN

GOAL

To understand and appreciate contributions of Samuel E. Clemens to American Literature.

OBJECTIVE

Given this unit of study, the student will:
...identify style of humor.
...investigate figures of speech.
...appreciate Samuel Clemens' life as it influenced his writing.
...recognize elements of a story.
...evaluate the significance of symbolism
...analyze character traits
...evaluate how the time period effects the characters and setting.
...recognize differences in cultures
...explore emotions evoked in literature.

CONTENT/CONCEPTS

I. Historical events of the 1800's and of Medieval times

II. Literature appreciation of structure and style

III. Characterization study

IV. Biographical awareness of author's life as it relates to production of literature content.

V. Cultural comparision of dialects and of society

BEFORE YOU BEGIN

Children should be exposed to events which took place in history at the time of Mark Twain's life (I.e. Civil War, Westward Movement, Practice of Slavery)

Children should have a working knowledge of vocabulary related to textual analysis.

1. Structure
   - a. Form
   - b. Plot
   - c. Movement
   - d. Character
   - e. Point of View
   - f. Setting
2. Style
   - a. Allegory
   - b. Symbol
   - c. Metaphor
   - d. Imagery
   - e. Satire
   - f. Irony
   - g. Paradox
   - h. Sound of Patterns

Collect copies of Mark Twain's novels, short stories, and biographies.

Order filmstrips, films, and recordings

Define and give examples of figures of speech: slang, idioms, colloquialisms, jargon, coined words, and archaic words.

See culmination project on activities page. Assign it at the beginning of this unit if you choose to include it.

MULTICULTURAL EMPHASIS

The attitudes of the 1800's towards the Blacks and Indians are evident in Twain's writing. Included in the unit are activities and increase awareness of the persistence of them in present-day attitudes.

ACTITIVITIES

1. Understand ways in which Samuel Clemens' life influenced his writing

   ...view films of the author

   ...read biographies, articles

   ...divide class into 5 groups for panel discussion:

   1. Mark Twain's life 'til 12 years old
   2. His youth until he left home
   3. His adventures as a young man
   4. Marriage and raising a family
   5. Travels

2. Investigate Figures of Speech

   ...find examples of slang, idioms, colloquialisms, jargon, coined words, and archaic words. Discuss the context usage.

   ...complie a list of "Famous Sayings". Discuss Mark Twain's often-quoted remarks

3. Explore use of humor

   ...define types of humor (satire, exaggeration, etc.) fine examples

   ...role play humorous scenes

   ...Write an extra chapter or create an original adventure for a character based on a humorous situation.

   ...compile a list of humorous quotations from Mark Twain reading.

4. Recognize elements of a story
   - ...summarize novels and short stories
   - ...re-create settings using some form of art media
   - ...interpret characters through plays
   - ...re-write a chapter as a play
   - ...analyze a work for form, plot, movement, character, point of view, and setting

5. Evaluate the significance of symbolism
   - ...invent a game using symbols from The Adventures of Tom Sawyer.
   - ...write a questionnaire about symbols in Mark Twain's literature.
   - ...find examples of symbols. Discuss the possible interpretations.

6. Analyze Character Traits
   - ...role play
   - ...compose a ballad
   - ...discuss protagonists and antagonists
   - ...investigate reasons for characters to assume other identities so often in Mark Twain's works (example: Tom dresses-up like a girl, the Duke and the King in Huck Finn, Huck pretends to be Tom.)
   - ...discuss how characters affect the story. How do events in history affect the characters?
   - ...categorize good, evil, and neutral characters.
   - ...select a main character and describe personality changes that are affected during the course of the plot
   - ...hypothesize the question: "How would a modern-day Tom run away?"

7. Understand how the time period affects the characters and the setting.
   - ...view films or discuss about Civil War, Slavery, Westward Movement, and Mississippi River
   - ...place characters in other time periods and imagine the story taking place in another time and setting.

8. Recognize differences in cultures
   - ...research minority groups mentioned in Mark Twain's books (Blacks, Indians)
   - ...re-tell some adventures from Huckleberry Finn from the point of view Jim might have taken
   - ...research what happened to runaway slaves

9. Explore emotions evoked in reading Mark Twain's Works
   ...listen to the musical recording and discuss "Mark Twain's Suite"
   ...produce plays based on Mark Twain's writing
   ...discuss mood
   ...role play scenes

10. Culmination Project
    ...create a Mark Twain notebook
    1. write a biographical sketch
    2. list famous sayings
    3. list known works of Mark Twain
    4. write about a favorite character and story
    5. include illustrations

RESOURCES/MATERIALS

References:
Peare, Mark Twain
Paine, Boys Life of Mark Twain
Rikhoff, Mark Twain
Proudfit, River Boy; The Story of Mark Twain
Neider, Complete Short Stories of Mark Twain
Neider, Autobiography of Mark Twain

Supplementary Text: National Geographic, Mark Twain: Mirror of America

Mark Twain Books:
Huck Finn
Tom Sawyer
Connecticut Yankee in King Arthur's Court
Prince and the Pauper
Roughing It
Life on the Mississippi

Plays:
Produce a play (See materials list)
Material play
..."Tom Sawyer, American Boy" by Mary Kay Strasek
available - Eldridge Publishing Co., Franklin, Ohio

..."Tom Sawyer, an Operetta in 3 Acts" by Theodosia Paynter and G.A. Grant - Schaefer - (available) Eldridge Publishing Co., Franklin, Ohio

Films:
(Orange Unified School District Only)

MPG-51	Huckleberry Finn - The Art of Huckleberry Finn
MPD415	Mark Twain Gives An Interview
MPG35-36	Mark Twain's America, Part I, Part II
MPA-387	Mark Twain's Mississippi
MPD-485	Symbolism In Literature
MPD-291	Literature Appreciation - How To Read Biographies
MPD-903	Characters In Conflict
MPD-294	Life In a Medieval Town
MPD-193, 194	History of the Negro in America 1619-1860 and 1861-1877
MPD-176	Mississippi River - Its Role In American History
MPG-595	Yonder Come Day

	Film and video catalog (Orange Unified School District only)
Teaching Tape	TT5333 Abolitionists
Mini Systems	MS2141 Exaggeration and Understatement
Cassettes	MC 200 - Life On The Mississippi Dramatic Highlights by Mark Twain MC 17 Days of the Steamboat MC 120 Blacks and the New World
Mini Systems	MS 6005 Invent Your Own Game
Jabberwocky Cassette Classics	(Dramatized Literature Scripts and Cassettes) CC8 The Celebrated Jumping Frog of Calaberas County CC9, CC10, CC11 Hucklebery Finn
Some schools have:	A Connecticut Yankee In King Arthur's Court

SCIENCE FICTION

GOAL

To make judgments about an uncertain future and cope with scientific advancements which are beyond present imagination, but will be necessary tools for survival.

To feel the "oneness" of the human family in regarding future hunger, play, work, ambition, and living conditions.

OBJECTIVE

Given this unit of study, students will:
...become aware of possible "impersonal future."
...evaluate scientific achievements.
...expand appreciation of literacy forms.
...anticipate problems of future society.
...compare past changes with present and anticipated changes.
...identify and examine environmental concerns.
...analyze needs of society in terms of a model town of the future.
...determine common elements of all people regarding survival and needs.
...recognize elements of a story.
...predict outcomes and evaluate actions of characters.

CONTENT/CONCEPT

I. Basic Elements

   A. Mood
   B. Characterization
   C. Setting
   D. Theme
   E. Conflict/Resolution

II. Science Fiction/Fact

   A. Modern science accomplishments
   B. Technological and environmental problems of the future.
   C. Research - future possibilities

III. Science Fiction/Fantasy

   A. Comparison of past fantasy with reality
   B. Identification of possible future problems and solution alternatives.

BEFORE YOU BEGIN

Collect books from suggested list*.
Develop vocabulary*.
Order films pertaining to science fiction.
Make children aware of basic elements of a story--

- Setting
- Characterization
- Plot
- Climax
- Resolution
- Conflict
- Theme
- Mood, tone

Define Science Fiction: Any fiction based upon some imagined development of science or upon the extrapolation of a tendency in science.

MULTICULTURAL IMPLICATIONS

The need for accepting change and trying to assess its possible effects is now important to all cultures. Modern societies make choices that will determine the course of our destinies on this planet. Universal problems are the thread that link all cultures together as one.

*Consider preparing ideas from activity pages and student pages ahead of time.

ACTIVITIES

1. Identify the protagonist and antagonist in the story. List character traits of each.
2. Identify major conflicts and solutions.
3. Sketch or paint a mural showing the major events of the novel.
4. Report in a diary form the daily or monthly activities of one character.
5. Create a map of one of the principle outdoor settings. Include types of terrain.
6. Advertise your book as a TV commercial or a magazine ad.
7. Read aloud some science fiction stories, but stop short of the endings. Have children complete the stories. (Example: "The Choice," by Wayland Young.)
8. Compare several characters showing similarities and differences in physical appearances, goals, personalities, thoughts, and feelings.
9. Create a game based on a novel.

*10. Compose a poem or song about a science fiction story. (Incorporate vocabulary in list at back.)

11. Accompany the reading, or role playing, of a science fiction story with appropriate music and sound effects.
12. Produce a dramatic scene that will show the same theme as the theme in your story.
13. Invent a machine that might be used by a character in your book.
14. Hold panel discussions about a given book.

*15. List authors and titles of stories they have written on science fiction. Create a summary sketch notebook for as many books as you can read. Use as a class resource to stimulate book selecting. (See Sample Author List.)

16. Conduct trials for the protagonist and antagonist of a book. Select a judge and jury from class members who have not read the story. Select lawyers, witnesses, defendant, etc., from members who have read the book.
17. Participate in debates about the conflict in a story.

*See Appendix

18. Write editorials based on your story. Include facts and opinions.

*19. Write a science fiction story incorporating the basic elements of setting, theme, plot, conflict, and characterization. (Composition ideas.)

20. Collect new words from science fiction reading. Classify the words in some ways which would describe a new planet. For example: Description of planet, inhabitants of planet, feelings about planet, object found, modes of living.

21. Use the words in the classifying list to stimulate ideas for creating a new imaginary planet. (Travel Agency Project in teacher/student pages.)

22. Analyze conflict/consequence situations in science fiction stories. Categorize them based on the following: Man versus man, man versus society, man versus nature, man versus himself. Discuss these conflicts in relation to conflicts in cultures and societies today.

23. Collect newspaper clippings of scientific progress and handling of controversial problems brought about by new technologies to compare factual material with science fiction stories. Possible topics are:
...cloning
...euthanasia for misfits
...genetic engineering to determine traits of an unborn child.
...drugs that produce socially acceptable behavior in deviates.
...cryogenics
...meteorological experiments that may have long-range climatic effects.

24. Use simulation games to role play situations that could occur in the future.

25. Categorize themes found in science fiction stories. Possible categories are:
...cosmic
...time travel
...tampering with nature
...Utopias and Anti-Utopias
...end of the world
...overpopulation
...conformity and thought control
...machines control people
...contact with alien beings
Write poetry about these themes.

26. Use creative dramatics such as pantomime and improvisation to provoke imaginative new uses and purposes for some everyday objects. Example: mirror, ring, calculator, bandage (the ring might become a weapon, a communication device, etc.).

*See Appendix

*27. Simulate a landing of a small group of children on an uninhabited "sister to earth" planet. Spend several weeks devising a new society, providing for basic needs, determining roles, and establishing ways of living. Project the new society as it might evolve in 1 year, ten years, 100 years. (See "Planning a Community.)

28. Create creatures from another world from various art media.

29. Invent a new code. Attempt to use universal symbols.

*30. Research mandalas. Create a mandala that would represent an ideal future civilization.

*31. Write biographical sketches of authors based on research.

32. Write about the topic, "I am one member of the human race. I am a citizen of the world."

33. Read lyrics to songs: "In the Year 2525;" "Where the Children Play." Discuss, illustrate lyrics.

*34. Complete and illustrate matrix games. (See sample grid.)

35. Write lyrics to a selected melody about a story or observations of science fiction.

*See Appendix

APPENDIX

Composition Ideas

Select one of the following composition ideas.

Your story must have a strong conflict (problem) that is solved by the protogonist (main character). Remember: The conflict may be within the person, not caused by an outside force.

You must give a detailed description of the protagonist.

Include a description of the main setting.

Skip lines - use ink.

An illustration is optional.

It is the year 2099 in New York City. Everyone must wear a gas mask because of the terrible smog whenever he/she ventures outside. There is one exception to this rule. Every Saturday the air is clear for four hours. What do you do during that time? How does it feel to be free of the mask? What do you think about when the four hours end?

You are a time traveler. You may go forward or backward in time. Where will you go? How are the people dressed? How do they react to your arrival? What happens while you are there? Do you return?

You have just arrived on earth from another planet. You are the first visitor from your planet. How do earth people react to your arrival? Where do you land? What kind of earth adventure do you have? Do you return to your own planet? Does anyone go with you?

You are a passenger on a tour to another planet. Where are you going? What does the spaceship and planet look like. What happens when you get there?

The time is the far distant future. Everyone has an I.Q, of 200 or more. What are the advantages? What are the problems? What would be different? What is your role in this society?

You are in charge of the first moon space station. The station is contained inside of a dome. Keep a diary of your first week. What happens when you venture from the dome? Are there moon people? Are there others working inside of the dome?

Mandala

A mandala is a circular drawing made to represent the harmony and wholeness of life or the wholeness of a person. They were first created in Tibet over 2,000 years ago. They have since been made by all cultures from the Aztecs to the Navajo Indians to modern people today.

Ideas for symbols within the circle might be: a dove = peace; a heart = love; an open hand = friendship, a rainbow = hope; a harp = music; a tree = love of nature, etc.

Make the mandala balance symmetrically.

Vocabulary

- fantasy
- extra sensory perception
- terrestrial
- galaxy
- mutant
- universe
- apparition
- phenomena
- astronaut
- supernatural
- ethereal
- poltergeist
- celestial
- psychic
- exploration
- monstrosity
- telegraphy
- alien

Travel Agency Project

Read:

Now that you have classified your vocabulary words, your group will become a travel agency for your distant, far-away planet. You are planning to advertise your planet to Earth people by distributing travel brochures to various Earth agencies. Since Earthlings have only recently become time travelers, they are somewhat backward in their ideas about life in the universe. In order to plan your brochure, you need to decide on some basic information about your planet.

Do:

Discuss and write answers to the following questions:

What reasons, purposes, advantages, are there for Earthlings to visit your planet?
What does your planet look like?
What lodgings, recreational facilities, and life-support systems are available?
What types of Earthlings will you want to attract as visitors?
What are the characteristics of your planet: Terrain, weather, etc.?
Any other information deemed important by your agency.

Requirements of Travel Brochure:

- Company name - Travel Agency
- Planet name
- All vocabulary words must be used throughout the brochure.
- Pictures
- Planet symbol/flag
- Itinerary
- Prices
- Recreational choices

Optional:

- A dictionary translating key survival terms from English to your language.
- A taped radio commercial recommending your planet for travel.
- A letter of recommendation from a former Earth traveler to your planet.

(All options must include at least 10 of the vocabulary words.)

Biographies: Sample Author List

- Robert Heinlein
- Ray Bradbury
- Frank Baum
- Mary Shelley
- Robert Louis Stevenson
- Ambrow Bierce
- Edgar Allen Poe
- Arthur Clark
- Issac Asimov
- H. G. Wells
- Aldous Huxley
- George Orwell
- J. R. Tolkien

Community Planning: When thinking about a new community, think about the following:

Aspects of a Community:

- Functional Considerations
  - People
  - Individual buildings
  - Street furniture, signs, screening, lighting, fire hydrants, trash needs, phone booths.
  - Density
  - Movement - vehicles, people, mass transit
- Psychological Considerations
  - Appearance
  - Sound
- Ecological Considerations
  - Atmosphere
  - Water
  - Plant life
  - Animal life

- Housing
  - Comfort
  - Space
  - Privacy
- How a Planner Operates
  - Define problem
  - Research: existing conditions, public opinion, legal questions, politics, economics, social conditions
  - Analysis and decisions
  - Implementation
- Analyze special interest groups and their priorities
  - Politicians
  - Conservation groups
  - Industry/business
  - Parents
  - Education
  - Children

Alternatives:

- Transportation alternatives
- Energy alternatives
- Housing alternatives
- Economic alternatives
- Government alternatives
- Educational alternatives

Sample Grid for Matrix Game

	Hopes	Fears	Recreation	Family
F				
U				
T				
U				
R				
E				

Complete matrix. Each word or phrase along the F row must begin with F and remind you of the idea in column. Example: F row, Fears column: Famine illustrates each word or phrase in the boxes. Laminate the finished product. It is worth the effort.

RESOURCES/MATERIALS

The Future, Contac Series, Scholastic; COPE, Interact Game; 200 A.D., Multimedia Unit, Newsweek; Technology and Change, Multimedia Unit, Nystrom. (Cities, Workingman's Blues, Interchangeable Parts, Machines of Plenty, Super Grow.)

It's Your Town, Citizen Brown, simulation from Victor Gruen Center.

Bibliography, Books for Children, Association for Childhood Education International, Washington, D. C., 1974. (Contains a good science fiction bibliography.)

Alexander, *The First Two Lives of Lukas-Kasha*

Asimov, *Fantastic Voyage*

Asimov, *Tomorrow's Children*

Biemiller, *Escape from the Crater*

Biemiller, *The Hydronauts*

Bonham, *The Missing Persons League*

Bova, *The Dueling Machine*

Bova, *Exiled from Earth*

Bradbury, *Fahrenheit 451*

Bradbury, *The Golden Apples of the Sun*

Bradbury, *The Illustrated Man*

Bradbury, *The Martian Chronicles*

Bradbury, *R is for Rocket*

Bradbury, *S is for Space*

Brodkin, *Science Fiction*

Brooks, *Freddy and the Baseball Team from Mars*

Cameron, *Wonderful Flight to the Mushroom Planet*

Carr, *The Infinite Arena*

Car, *Worlds Near and Far*

Carson, *The Boys Who Vanished*

Resources/Materials, continued

Cassidy, *Blast-Off!*

Christopher, *The City of Gold and Lead*

Christopher, *Empty World*

Christopher, *The Guardians*

Christopher, *The Pool of Fire*

Christopher, *The Sword of the Spirits*

Christopher, *The White Mountains*

Clarke, *Deep Range*

Clarke, *The Other Side of the Sky*

Conklin, *Best of Science Fiction*

Conklin, *Invaders of Earth*

Coombs, *Mystery of Satellite 7*

Del Rey, *Marooned on Mars*

Del Rey, *Mission to the Moon*

Del Rey, *Moon of Mutiny*

Del Rey, *Step to the Stars*

Dickinson, *Heartsease*

Dickinson, *The Weathermonger*

Elwood, *The Other Side of Tomorrow*

Elwood, *Science Fiction Tales*

Elwood, *Survival from Infinity*

Engdahl, *Enchantress from the Stars*

Enghahl, *Universe Ahead*

Engle, *Countdown for Cindy*

Evarts, *Secret of the Himalayas*

Resources/Materials, continued

Heinlein, Farmer in the Sky

Heinlein, Have Space Suit Will Travel

Heinlein, The Moon is a Harsh Mistress

Heinlein, Rocket Ship Galileo

Heinlein, The Rolling Stones

Heinlein, Space Cadet

Heinlein, The Star Beast

Heinlein, Starman Jones

Herbert, Dune

Key, The Forgotten Door

Key, The Golden Enemy

Keyes, Flowers for Algernon

Knight, Beyond Tomorrow

Knight, Worlds to Come

L'Engle, A Wrinkle in Time

L'Engle, A Wind in the Door

E'Engle, A Swiftly Tilting Planet

Lewis, Space Trilogy - Out of the Silent Planet

Lightner, Doctor to the Galaxy

Longstreth, Time Flight

MacGregor, Miss Pickerell Goes to Mars

Montgomery, Journey Under the Sea

Montgomery, Space and Beyond

Norton, Key Out of Time

Norton, Time Traders

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Resources/Materials, continued

Nourse, *Psi High, and Others*

Nourse, *Scavengers in Space*

Nourse, *Star Surgeon*

Ormondroyd, *Time at the Top*

St. John, *Rockets to Nowhere*

Silverberg, *The Calibrated Alligator*

Simak, *They Walked Like Men*

Simak, *Hay Station*

Simak, *The Werewolf Principle*

Sloane, *Space, Space, Space*

Slote, *My Trip to Alpha I*

Wells, *The War of the Worlds*

Wells, *The War of the Worlds, etc.*

Wibberley, *The Mouse that Roared*

Widney, *Elevator to the Moon*

Williams, *Danny Dunn and the Smallifying Machine*

Williams, *Danny Dunn, Invisible Boy*

Wollheim, *The Secret of the Martian Moons*

Yolen, *Shape Shifters*

MULTICULTURE LITERATURE UNIT

GOAL

To gain an insight into and an understanding of values and traditions of cultures other than his own through the reading of literature centered on children of many different cultures.

OBJECTIVES

Given this unit of study, the student will:
...appreciate what comprises a culture
...compare and recognize the commonalities of cultures
...gain insight into how the cultural background of a person shapes his perception of the world and the world's perception of him
...gain an appreciation of cultures other than his own

CONTENT/CONCEPTS

I. Historical context
   A. Setting/period of time
   B. Outside world events

II. Cultural implications
   A. Cultural background
   B. Conflicts of values

BEFORE YOU BEGIN

You will need to develop a bibliography based on books available in your school or local library. A partial list of suggested titles is appended.

Children will need these skills: (a) Locating reference materials (b) Note-taking (c) Map reading (d) Report-writing

Collect folk songs, music, and films that enrich the understanding of cultures studied.

Order appropriate films, dioramas, teaching tapes and mini-systems from Film & Video Catalog 1981

ACTIVITIES

1. Children come from many different cultures even though they all live in the United States. Among the elements that make up a culture are music, dance, holiday customs, foods, religion, dress and attitudes toward one another. Find out, if you don't know already, what country your family comes from. (You may find more than one. If you do, choose the one you prefer to study.) Research that country and find out as much as you can about these elements of culture.
2. Write a report about the customs that make up the culture of the country you chose. Include in the report which customs you as a family continue to follow and which customs you no longer follow.
3. After writing your report, discuss with a small group how you are like and how you are different from others in the group. Compare your customs with those of others in the group.
4. How does the culture of your family background affect you? Does it make a difference in how you see the world? Does it make a difference in how the world sees you?

After reading a book about a person who is from a different cultural background than yours, do some of the following activities:

1. Describe the main character in this book. Include in your description any information available in the book on the character's cultural background.
2. See if you can find any words in the story that come from the original language or culture of the main character. List them and define them.
3. Write a paragraph about the setting of this story. Include in your paragraph where the main action takes place.
4. If the main character of this story grew old, what "words of wisdom" would he/she have to tell the grandchildren? Base your ideas on events and experiences from the story.
5. If the main character were alive and you were assigned to interview him/her, what questions would you ask? List four. What answers do you think you might get, based on the information about the character in the book?
6. Compare the actions and reactions of characters in this book with your own. Choose one incident and describe how you might have handled the situation differently because of your background. Would a problem for the character be a problem for you in the same way, or would your problems have been different if you were a character in the book?
7. Discuss what you and the main character have in common with each other. List at least three beliefs, ideas, or other elements of culture as discussed in this unit. Support your list with one or two examples of each item. Given the situation in the book, would it be easier to be the main character or yourself?
8. Does the character's background have any effect on his personality, appearance, or beliefs? Write a paragraph or two describing any effect of background in these areas.
9. Research the country from which your book's characters originated. Describe any elements of culture from that country which the character demonstrates in the story.

Activities (Cont.)

10. Write a paragraph telling how this story would be different if the main characters had come from another country. Be sure you know what the culture of the other country is like before you begin.
11. Extend this story by adding a brief summary of an additional chapter you would add if you were the author.
12. Place the setting and characters in a different time period. How would the story change?
13. Would the story be more interesting if it were set in a different time period? Discuss with a group who have read the same stories the paragraphs you have written about a different time period.
14. Would the story be similar if the main characters had come from another country? In what ways are cultural influences on characters the same? How are they different? (Class discussion question)
15. Which of the books you read presented the most difficulties to the main character because of his/her cultural background? Why? (May be discussed or written.)
16. If you could choose to be from any cultural background other than your own, which do you think would be the most comfortable for you as a citizen of the United States? Write a paragraph telling what you would choose to be and why.

RESOURCES/MATERIALS

Multicultural Literature Bibliography

Hispanic
Amescua, Carol, THE STORY OF PABLO, MEXICAN BOY
Beatty, Patricia, THE BAD BELL OF SAN SALVADOR
Chandler, Edna Walker, ALMOST BROTHERS
Clark, Ann, SUMMER IS FOR GROWING
Edell, Celeste, A PRESENT FROM ROSITA
Ets, Marie, GILBERTO & THE WIND
BAD BOY, GOOD BOY
Felt, Sue, ROSA TOO LITTLE
Gee, Maurine, CHICANO, AMIGO
Gray, Patsy, THE FLAG IS UP
Molnor, Joe, CRACIELA
Ormsby, Virginia, TWENTY-ONE CHILDREN PLUS TEN
Politi, Leo, THE NICEST GIFT
JUANITA
PEDRO, THE ANGEL OF OLIVERA ATREET
THREE STALKS OF CORN
Simon, Norma, WHAT DO I SAY?
Sonneborn, Ruth, FRIDAY NIGHT IS PAPA NIGHT
Speevack, Yetta, THE SPIDER PLANT

Jewish
Brodie, Deborah, STORIES MY GRANDFATHER SHOULD HAVE TOLD ME
Cone, Molly, A PROMISE IS A PROMISE
Ish-Kishor, Judith, JOE IS THE YOUNGEST
Sachs, Marilyn, PETER & VERONICA
Shector, Ben, SOMEPLACE ELSE
Taylor, Sidney, ALL OF A KIND FAMILY

Black
Armstrong, William, SOUNDER
Bacon, Martha, SOPHIA SCROOBY PRESERVED
Bontemps, Arna, CHARIOT IN THE SKY
Burchard, Peter, BIMBY
Faulkner, Georgene, MELINDY'S HAPPY SUMMER
MELINDY'S MEDAL
Fife, Dale, WHO'S IN CHARGE OF LINCOLN?
Gates, Doris, LITTLE VIC
Hamilton, Virginia, M. C. HIGGINS, THE GREAT
Lang, Don, STRAWBERRY ROAN
Tarry, Ellen, MY DOG, RINTY

Biographies
FREDERICK DOUGLASS
GEORGE WASHINGTON CARVER
HARRIETT TUBMAN
THE STORY OF PHYLLIS WHEATLEY
SHE WANTED TO READ (Mary McCloud Bethune)
MARTIN LUTHER KING
GORDON PARKS
AMOS FORTUNE, FREE MAN
WHITNEY YOUNG
LOUIS ARMSTRONG
ROY CAMPANELLA
ROD CAREW

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Multicultural Literature Bibliography (Cont.)

Indian	Baker, Betty, THE TREASURE OF THE PADRES WALK THE WORLD'S RIM
	Barnouw, Victor, DREAM OF THE BLUE HERON
	Benchley, Nathaniel, SMALL WOLF
	Bronson, Wilfred, PINTO'S JOURNEY
	Chandler, Edna, ALMOST BROTHERS
	Christensen, Gardell, BUFFALO KILL
	Coates, Belle, THE SIGN OF THE OPEN HAND
	Coatsworth, Elizabeth, SWORD OF THE WILDERNESS
	Crowell, Ann, A HOGAN FOR THE BLUEBIRD
	Dalgliesh, Alice, THE COURAGE OF SARAH NOBLE
	Embry, Margaret, MY NAME IS LION
	Grote, William, J. P. & THE APACHES
	Marriott, Alice, THE BLACK STONE KNIFE
	O'Dell, Scott, SING DOWN THE MOON ZIA
Biographies	JIM THORPE
	LITTLE TURTLE, MIAMI CHIEF
	BLACK HAWK, INDIAN PATRIOT
	CRAZY HORSE
	FRIDAY THE ARAPHAHOE
	PONTIAC & THE GREAT LAKES
	SQUANTO
	PABLITA VALLARDI
	QUANAH PARKER
	OSCEOLA
	SACAGAWEA
	SEQUOYAH
	RED CLOUD
Chinese	Oakes, Vanya, WILLY WONG: AMERICAN
	Molnar, Joe, SHERMAN: A CHINESE AMERICAN CHILD TELLS HIS STORY
	Martin, Patricia, THE RICE BOWL PET
	Politi, Leo, MOY MOY
	Robertson, Keith, THE YEAR OF THE JEEP
	Yep, Laurence, DRAGONWINGS
Swedes	Judson, Clara, SOD HOUSE WINTER
	Lindquist, Jennie, THE GOLDEN NAME DAY

Materials

Human - and anti-human - Values In Children's Books, Prepared by the CIBC Racism and Sexism, Resource Center for Educators, 1976.

Write to: Council on Interracial Books for Children
1841 Broadway, New York N.Y. 10023

Buttlar, Lois, Wynar, Lubomyr R., Building Ennic Collections, An Annotated Guide for School Media Centers and Public Libraries, 1977. Libraries Limited, Inc.

RESOURCES/MATERIALS (Cont

Films/Teaching Tapes (O.U.S.D. List)

TT5801	The Story of Skin Color 8 min. (level 1-6)
MPE 462	A-M-E-R-I-C-A-N-S 12 min. (Racial bias, origins, intercultural friendships)
MPG 330	Bill Cosby on Prejudice 25 min.
MPE 473	Different People - Different Values 11 min.

In addition to these, there is an entire section in the film catalog under Multicultural

SOCIAL STUDIES

CALIFORNIA INDIANS

GOAL

To obtain a deeper understanding and appreciation of the prehistoric Indian culture in California.

OBJECTIVE

Given this unit of study, the student will develop the skills necessary to write a research paper on the eight aspects of the California Indians' life.

CONTENT/CONCEPT

I. California Indians
    A. History
    B. Food
    C. Shelter
    D. Clothing
    E. Transportation
    F. Customs
    G. Culture (religion, ceremonies)
    H. Government

II. Concepts
    A. Indians were in balance with nature.
    B. Indians contributed much to California.

BEFORE YOU BEGIN

This unit teaches the skills necessary to write a research paper: using encyclopedias and reference books, including index, table of contents; using the card catalog to locate reference sources; taking notes; writing paragraphs from an outline. It can also be used to teach the skills of working together in a committee.

MULTICULTURAL EMPHASIS

California Indians were interdependent just as we are today: each role was important to the family and tribe. Although California Indians had different ways of doing things than we do, their ways functioned well for them. Their culture contained the same elements that all cultures have.

ACTIVITIES

1. Research Paper

   Locate information in three reference books which is relevant to each topic.

   By applying various research skills, students will complete an outline on California Indians which will include:

   - History
   - Food
   - Shelter
   - Clothing
   - Transportation
   - Customs
   - Religion & Ceremonies
   - Government

   Information will be taken in note form and kept on 3 x 9 cards, listing titles and authors.

   (Optional)

   From note cards, students will write one or more paragraphs about each of the topics on their outlines in rough draft form.

   Rough drafts are to be corrected and returned to the student to rewrite.

   The completed research paper will include a cover, title page, body, bibliography and optional appendix.

2. Weave a basket. Many instructional books are available.
3. Make a clay pot, using the coil method.
4. Make a necklace from clay, shells or seeds.
5. Design a rattle using an empty paper tube. Use it for Indian dances.
6. Create a dance to be performed with Indian music.
7. Create a diorama of an Indian village in a shoebox.
8. Compare the California Indians with Indians from another area. Use the topics listed for the research paper.
9. Use the Indian method to grind acorns between two rocks.
10. Research old Indian trails in California. Draw them on a map.
11. Learn an Indian game. Teach it to the class.
12. Write a pictograph story. How are pictographs used in modern day? (e.g. road signs, inside "foreign" cars, etc.)
13. Use Indian designs on bulletin boards, book covers, wrapping paper, clothing, pencil holders, placemats.

*14. Make dried beef jerky.

15. Make an Indian drum. Use 2½ gallon ice cream cartons, coffee cans.

16. Weave grass mats.

*17. List Indian names used in California.

*See Appendix

Activities (Continued)

18. Find out about seeds, roots, and plants used by California Indians. Press or sketch seeds, roots and plants. Make a scrapbook showing them and their uses. Good information in Whispers from the First Californians.
19. Read three Indian Legends. Pick the one you like best to prepare as a play. Write your own script, choose a narrator and present the play to the class.
20. Make an arrowhead using a piece of obsidian or chert, old leather for protection, and an antler or aluminum rod for carving and chipping.

*21. Make fruit leather.

*22. Roast seeds.

23. Make a mobile showing birds found along the California coast.
24. On an outline map of California, locate and label the mountain rivers and canyons. Make a pictorial map showing different kinds of homes and clothing found in each area.
25. Make a musical instrument using natural resources such as seeds, sticks, feathers, chicken bones, bamboo. Develop a flute, drum or rattle. Make up a dance to go with the music. Share.

RESOURCES/MATERIALS

1. State textbooks, other reference books especially good are:

   Bauer, Helen, California Indian Days
   Faber, Gail, Whispers from the First Californians
   Starr, Kevin, California

2. Other instructional materials:

   Films, Filmstrips, posters, study prints, records, maps, artifacts

3. Resource persons:

   Bower's Museum docents (Orange County)
   Local experts

4. Bower's Museum - Displays of baskets and pottery (Orange County)
5. Southwest Museum (Los Angeles)

*See Appendix

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APPENDIX

Dried Beef Jerky

3# flank steak
1 t garlic salt
1 T pepper
1/2 t MSG
1 T salt
1/3 c Worchestershire
1/4 c soy sauce

Cut meat in 1" strips. Marinate in spices at least 24 hours. Place meat on cooking rack which is resting on a baking sheet or heavy foil Place in oven with lowest heat possible. In a gas oven, use just the pilot light...in an electric oven, 100°. Leave for two or three days, or until thoroughly dry and pliable.

Fruit Leather

Fresh fruit (plums, cherries, peaches, strawberries)
Wash, pit, skin
Run through blender
Pour into cookie sheets
Cover with wax paper
Place in warm, shady area
Leave until thick and leathery
Peel off cookie sheet

Roasted Pumpkin Seeds (Sunflower)

Remove fresh pumpkin seeds from pumpkin and spread on waxpaper. Allow to dry three days. Spread oil on cookie sheet, sprinkle with salt. Bake slowly 300° oven, turning frequently.

Indian names still used in California

Yosemite
Tahoe
Modoc
Napa
Ukiah
Cucamong
Hueneme
Inyo
Klamath
Shasta
Tehachapi

MISSIONS

GOAL

To develop an understanding of the mission period in California history.

OBJECTIVE

Given this unit of study, the student will reach a judgment concerning the effect the missions had upon the native inhabitants.

CONTENT/CONCEPT

I. Historical Background of Missions

    A. Religion
    B. Agriculture
    C. Trails
    D. Architecture
    E. Education - skills taught
    F. Human Rights
    G. Long Range

BEFORE YOU BEGIN

Students will need to have knowledge of the Indian period of California history.

MULTICULTURAL EMPHASIS

The purpose of missions for Spain, Mexico's influence, and the effect on Indians are emphasized in this unit.

ACTIVITIES

1. Read and outline background information from a basic text. e.g. Story of California, Chapter 9
2. Diagram and label a mission.
3. Make a pamphlet or brochure of a mission.
4. Make a map of the 21 missions in California and label them. Trace the mission trails.
5. Compare two California Missions...similarities and differences.
6. Pretend you are Father Serra and write a diary of your journey through California.
7. Create a new mission of your own. Draw a diagram of it and explain all its parts and uses.
8. Pretend you are a soldier at the Presidio. Describe your life there.
9. Dress up as a Monk or Indian and describe your feelings about Mission life and your work.
10. Make your own adobe bricks and write out the recipe.
11. Write out a recipe for tortillas (from scratch) and make some for the class.
12. Write out the original recipe for Mission bread or Indian bread. Make some for the class.
13. You are an Indian. Write an autobiography about your life before and after the Spanish come to California.
14. List four (4) purposes for the existence of the missions and discuss the purpose of the presidio. Compare the likenesses and differences of the missions and the presidio.
15. On a chart, list the ways the Spanish people affected the Indians' life. In what ways did the Spanish change the Indians' life?
16. You are a news reporter visiting a mission. Write an accurate account of the treatment of Mission Indians. Interview an Indian and a priest to get the facts.
17. Build a mission.
18. Make dolls or puppets and present a short puppet show to the class. (Painting a stage to resember a mission would be creative.)
19. Present a slide show about missions to the class. (You could even make your own slides.)
20. Present a movie or TV show to the class about mission life.
21. Write a play dealing with the missionaries and the Indians. Present it to the class.

RESOURCES/MATERIALS

Bauer, Helen, California Mission Days

Sunset, The California Missions

Starr, Kevin, California

State texts....Various reference books, records, films

Field trips to local mission, or to see the small replicas at Knott's Berry Farm.

RANCHO DAYS

GOAL

To develop an understanding of the Rancho Period in California.

OBJECTIVE

Given this unit of study, the student will:
...identify Spanish influence on California (language, food, living conditions, arts, craft, architecture).
...explain through role-play, life on a rancho.
...gain respect for a culture through knowledge and understanding of its history.

CONTENT/CONCEPT

I. Historical Background
   A. Land grants
   B. Division of mission lands
   C. Indian's role
   D. Rancho life
   E. Trade

BEFORE YOU BEGIN

Students will need to have a knowledge of the history of California before this period.

MULTICULTURAL EMPHASIS

The influence of the Spanish colonialism on the culture of California Indians, as well as an influence on the modern culture as it was developing during the Rancho period is emphasized during the unit.

ACTIVITIES

1. Read background information from texts.
   e.g. Story of California, pp. 124-134
   California Rancho Days, pp. 5-9 & pp. 28-33
   Long Ago Stories of California, pp. 59-93
   Starr, Kevin, California

2. Have children pick a Spanish name and design a name tag for their desks. They are known by that name throughout the unit.

*3. Make Mexican flag.

*4. Children learn simple Spanish words and phrases.

*5. Use an atlas. Find cities with Spanish names.
Use a Spanish dictionary to write their meanings.
Pick three cities and make a story telling how each city may have gotten its name.

*6. Make torillas

7. Learn Mexican songs.

8. Learn Mexican dances (Bowmar records)

9. Construct piñatas...Paper maché over balloon and decorate with tissue.

10. Dip candles using old candles, paraffin and wicks.

11. Research cattle brands. Diagram and explain five brands. Design your own.

12. Work in committees. Write original three act play.

Act one	Obtaining the rancho from governor
Act two	Developing rancho, daily life
Act three	Roundup, fiesta

13. Culminating Project - Fiesta...one day role-playing

Present plays, complete with scenery and costumes.
Perform Mexican dances.
Sing Mexican songs.
Practice Spanish words.
Eat Mexican food.
Break piñatas.

14. Dramatize the coming of a trading ship.

Products exchanged, leather dollars.
Map of trading routes from Boston.
Types of sailing ships.
Old sea chanteys.
Regulations controlling the trade custom house at Monterey.

15. Find out about rodeos.

Reasons for roundup.
Saddles, bridles.
Horses and horsemen.
Reata and roping.
Cowboy songs.
Role of various workers.

*See Appendix

APPENDIX

Mr.	Señor
Mrs.	Señora
Miss	Señorita
Young	Joven
Girl	Niña
Boy	Niño

Good morning	Buenos Días
How are you?	¿Cómo esta?
Good afternoon	Buenas tardes
Good night	Buenas noches
Goodbye	Adiós; hasta la vista
Thank you	Gracias
Yes; very good	Sí; muy bien
Please	Por favor
Excuse me	Perdóneme

I speak English.	Hablo ingles.
Do you understand English?	¿Entiende Ud. el ingles?
I do not speak Spanish.	No hablo español.
I do not understand Spanish.	No entiendo español.
I need; we need	Necesito; necesitamos
Yes	Sí
No	No
What time is it?	¿Que hora es?
I wish to change some money.	Quiero cambiar dinero.
I want to cash a check.	Quiero cambiar un checque.
Does the bus stop here?	¿Para aqui el autobus?

Where is the ____________	¿Donde esta ____________
restaurant	el restaurante
hotel	el hotel
dining room	el comedor
bedroom	la recamara
bathroom	el cuarto de bano

Breakfast	Desayuno
Lunch	Almuerzo
Supper	Cena
The check please	La cuenta por favor.
How much do I owe you?	¿Cuanto le debo?

1.	uno	9.	nueve
2.	dos	10.	diez
3.	tres	15.	quince
4.	cuatro	20.	veinte
5.	cinco	30.	treinta
6.	seis	50.	cincuenta
7.	siete	70.	setenta
8.	ocho	100.	cien

Appendix (Continued)

Tortillas

4 C flour
4 t baking powder
1/2 c oil
2 t salt
1 C hot water and + more a little at a time.

Put all dry ingredients in a bowl.
Add oil and one cup water.
Mix and kneed until dough is smooth and elastic.
Divide into 20 small rounds.(This recipe makes 32 totillas).
Pat together and roll out.
Cook in ungreased skillet turning when bubbly and brown.

California Place Names

Los Alamitos
Chula Vista
Los Gatos
El Segundo
El Toro
Corona del Mar
Costa Mesa
Los Altos
El Cajon
El Monte
La Jolla
Pico Rivera
Sierra Nevada
La Habra
El Centro

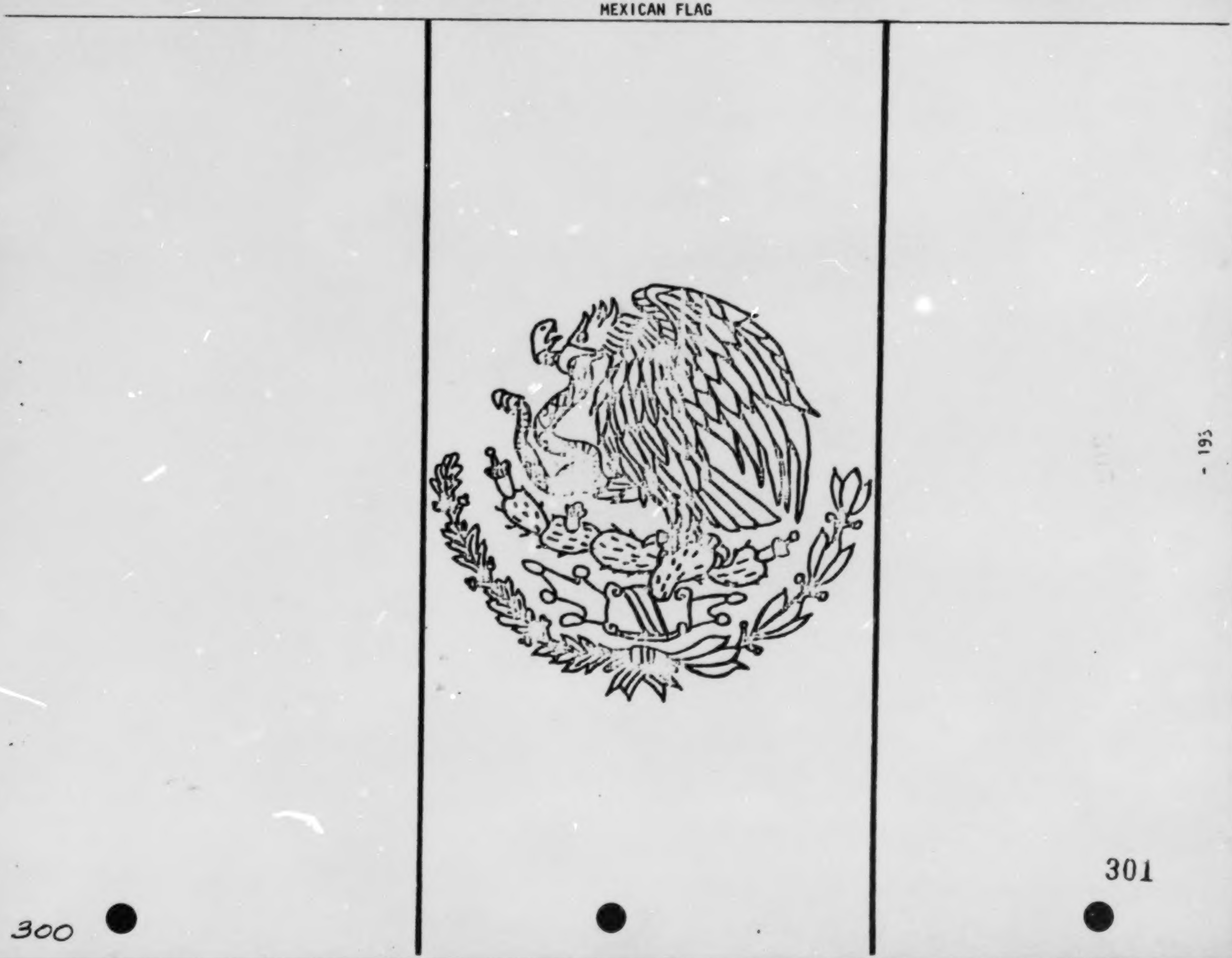
Salinas
San Jose
Santa Rosa
Del Norte
El Dorado
La Mesa
La Palma
Los Angeles
Los Padres
Plumas
Palos Verde
Casitas Springs
Dos Palos
El Cerrito

Spanish Words Used in Place Names

alameda - grove of trees
alto - high
arroyo - creek
brea - pitch, tar
buena - beautiful
cajon - box
calaveras - skull
caliente - hot
campo - field
cañada - valley
centro - center
cerrito - hillock
chico - small
chula - pretty
corona - crown
costa - coast
del - of the
el - the
encinitas - little oaks
escondido - hidden
gatos - cats

goleta - schooner
grande - big
habra - pass, gorge
jolla - hollow
la - the
los - the
madre - mother
mar - sea
mesa - table
monte - woods
nevada - snowy
pacifica - peaceful
pico - small peak
salinas - salt marshes
san, santa - saint
seco - dry
segundo - second
sierra - range of mountains
soledad - lonely place
toro - bull
vista - view

MEXICAN FLAG



RESOURCES/MATERIALS

Various state texts and reference books

Bauer, Helen, California Rancho Days

Starr, Kevin, California

Films, Records

Field trips (Orange County)

Cultural Awareness Center
480 Batavia Street
Orange, California (714) 633-8121

La Casa de Rancho Los Cerritos
Long Beach, California

Irvine Ranch - roundups

GOLD RUSH

GOAL

To develop an understanding of how the discovery of gold brought great excitement and many changes to California.

OBJECTIVE

Given this unit of study, the student will:
...analyze the effects on California during gold rush period.
...experiment with various mining methods.
...judge methods of transportation.

CONTENT/CONCEPT

I. Historical Background
    A. Transportation
    B. Communication
    C. Living Conditions

II. Events in California

III. Concepts
    A. The Gold Rush affected California in many ways:
        1. Inflation was the result of too many people looking for gold and too few people providing food and services.
        2. Development of the state was very rapid because so many people came here at once.
        3. The "liberation" from Mexico and rapid progression to statehood were due to the California population explosion as a result of the Gold Rush.

BEFORE YOU BEGIN

Students will need experience with mapping skills of western hemisphere, especially California. They will need knowledge of newspaper format and know how to work in small groups.

MULTICULTURAL EMPHASIS

California felt the impact of many cultures because people from all over the world rushed to California to seek a fortune in gold. Many of them stayed on after the Gold Rush, and their influence is still evident in San Francisco and Sacramento.

ACTIVITIES

1. During Gold Rush study, children earn gold nuggets (gravel, spray painted gold) for assignments and behavior to be used during culminating activity. (See #10).

2. Prepare a three minute sales talk on a means of transportation to California. Use creative methods to promote your transportation company.

*3. Complete activities in Gold Rush Learning Center available through Orange Unified School District. (This activity takes approximately two weeks).

4. Create a mural depicting different mining methods. (Class project).

5. Write a "realistic" article which takes place during the period of the Gold Rush which will become part of a class Gold Rush Newspaper.

6. Write a letter from California to relatives back east. Remember it is 1850. Tell of your experiences as a miner, store keeper, ship captain or sheriff in California.

7. Use tape recorder to tell an imaginary story.

   You have struck it rich at Sutter's Mill! Now what will happen? Where will you go? How will you spend your money? How will you protect yourself? How will your life change?

8. Make a menu with prices of a typical Gold Rush town breakfast.

9. Discussion: It's 1850. Your Chinese laundryman is charging $5 per shirt. How can he charge such prices? What will you do to avoid such high prices? How does this relate to inflated prices today?

10. Read a Bret Harte short story aloud to the class preferably "The Luck of Roaring Camp."

11. Culminating activity is a half day role-playing situation. Children set up their own stalls to sell or exchange products or services for nuggets earned. *Sourdough biscuits are made to be sold. Children dress in Western clothes, sing songs, tell yarns, debate, read newspapers.

12. Listen to songs of Stephen Foster popular at this time or railroad-related music, tying in with the building of the Central Pacific.

*See Appendix

APPENDIX

Sourdough

Starter: Place 1 cup milk in glass jar or bowl. Let sit covered with cheesecloth for 24 hours. Add 1 cup flour. Stir. Let sit out in the open for five to seven days.

Primary Batter for Biscuits, Pancakes, Rolls, Muffins:

1 c sourdough starter
1½ c white flour
1 c warm water

Mix in large bowl, cover with plastic wrap and place it in warm, draft free area for about 12 hours for proofing. Stir. Remove one cup and put back in starter container for next time.

Sourdough Biscuits

1½ c primary batter
1 c flour
½ t salt
1 T sugar
¼ t baking soda
¼ c melted butter (or ½ butter, ½ oil)

Mix ingredients gently. Turn out on floured board and knead for approximately ½ minute. Roll out with floured rolling pin or pat with hands until about ½ to ¼ inch thick. Cut with biscuit cutter. Carefully lift and dip in butter. Place close together on pan. Place in warm place for proofing for 30 minutes. Bake 30-35 minutes at 375°. Serve them hot.

Social Studies
Grade 4

GOLD RUSH LEARNING CENTER

Orange Unified School District

Claim I Sutter's Fort

1. Listen to discovery tape.
2. Set up a waterwheel and millrace.
3. Diagram a waterwheel and millrace.
4. Write a newspaper telling of the discovery of gold.

Claim II By Land and Sea

1. Listen to transportation tape.
2. Plot overland routes on United State map.
3. Using rules, estimate distances on worksheet.
4. Plot sea routes on world map.

Claim III In the Diggings

1. Read newspaper of Old West...do worksheet.
2. Listen to tape of Gold Rush songs. Write another verse for "Oh, Susanna."
3. Draw a cartoon depicting a happening of the area.
4. Make a list of supplies needed and cost of each.

Claim IV Mining Gold

1. Read booklets describing mining methods. Complete worksheets.
2. Pan for gold. (Use water, sand, gunshot, and bucket).
3. Make a model and explain one mining method.
4. Write a play of life in gold fields.

Claim V Assay Office

1. From the list, write on one topic about gold.
2. Weigh "gold" items on balance scale.
   Estimate cost today using current gold prices.
3. Design a piece of jewelry.
4. Study names of places on map of The Mother Lode.
   Locate towns and rivers where gold might be found today.

RESOURCES/MATERIALS

Helen, Bauer, California Gold Days

Ross, D. T., Golden Gazette
(Good examples of authentic newspaper articles.)

Time, Life, Forty-Niners

American Heritage Library, California Gold Rush

Luce, Sutter's Fort

Buffum, Six Months in the Gold Field

Havighurst, The California Gold Rush

Starr, Kevin, California

Fleishman, Sid, Bullwhip Griffin

California State Texts

Reference and library books

Films

Gold Rush Learning Center (Orange Unified School District)

JAPAN

GOAL

To acquire an appreciation and understanding of the Japanese culture.
To develop ability to work cooperatively with others.

OBJECTIVE

Given this unit of study, the student will:
...demonstrate ability to compare and contrast the Japanese and American cultures, identifying similarities and differences in customs, culture and geographic conditions.
...through small group presentations of an imaginary trip to Japan, describe a minimum of five similarities and differences in two areas of study from the list within the study guide.

CONTENT/CONCEPT

I. Planning the trip
   A. Passports, inoculations and customs
   B. Weather conditions
   C. Clothing needed on trip
   D. Monetary system of Japan
   E. Japanese food
   F. Types of shelter (homes, hotels)
   G. Transportation available
   H. Types of entertainment
   I. Traditional Japanese dress
   J. Japanese Souvenirs
   K. Geography of Japan
   L. Main points of interest

II. Concepts, behavior obtained from unit
   A. Language Arts
      1. Writing
      2. Oral speech
   B. Art forms
   C. Reference skills

III. Culmination...Role-Playing

BEFORE YOU BEGIN

Students should know how to use reference books and how to work in small groups.

Teachers should collect many travel folders, guides, and posters which are easily obtainable from travel agencies. See Appendix.

MULTICULTURAL EMPHASIS

Through the study of Japan, the students will gain an understanding of similarities and differences between two modern cultures. They will analyze the strengths and weaknesses of both, as well as appreciate contributions of each culture to the other.

ACTIVITIES

*Assignment: Each child is required to work on two sections. The first is one to help plan the trip and the second section is to be a tour guide in one of the major areas visited.

The evaluation is on evidence of factual information, originality of presentation and visual aids used to communicate in an interesting way.

Section I Choices

Passports, shots and customs

Make passports for each child including four main parts.

Find out if inoculations are required.

List things expected going through customs for both Japan and United States.

Weather

Describe weather conditions of Japan on all of the islands for all seasons.

Chart or graph this information.

Clothing

List clothing and articles needed, taking into consideration the climate to be encountered.

Describe the weather expected on each island.

Money & Finances

Make a conversion table showing American dollars and Japanese yen.

On a chart, draw a minimum of five pieces of Japanese money and tell their worth.

Food

Create a menu of three meals a day which will include a minimum of four foods peculiar to Japanese culture.

Design a Japanese cookbook containing recipes for five or more Japanese foods.

*Hotels & Homes

Plan an itinerary of places to stay on each night of the trip along with the hotels or homes.

With pictures or drawings show a minimum of five things found in Japanese homes.

Transportation

Make a travelogue which will include places we will visit, when we will visit, and how we will get there.

Explain the more important means of transportation in Japan such as the bullet trains, etc.

*See Appendix

Activities (Continued)

*Entertainment

Teach, lead or demonstrate a minimum of three Japanese forms of entertainment using records, group dancing, song, sports, festivals, etc.

Explain the two most important drama styles...Noh and Kabuki.

*Costumes & Dress

Show traditional Japanese costumes by dressing a doll or making a chart.

Include a minimum of five items of Japanese clothing.

*Souvenirs

Create a minimum of five Japanese souvenirs which typify things a tourist might buy. e.g. art book, flight stickers, or origami, teacups, crafts.

Design and make flight bags for each child from paper bags. Decorate with plane's logo.

*Geography - Flight Crew

Plan a safe route to Japan.

Design a large relief map showing landforms and important places.

Learn about the large passenger planes and construct a cardboard cockpit.

Present to the passengers the rules for a safe flight.

Provide in-flight snacks and entertainment.

Section II Choices

Prepare an oral presentation on one area of Japan. Use slides, books, reports, pictures, models, and travel folders.

Kyushu
Shikoku
Honshu
Hokkaido-Ainu
Tokyo
Mt. Fuji
Hiroshima & Nagasaki

OR

During oral presentations, the children in the class will take notes, giving the tour guides an excellent opportunity to act as teachers.

RELATED ART & LANGUAGE ACTIVITIES

1. Created an original haiku poem containing the three following characteristics:

   Simplicity

   Conveys one idea

   Three lines long:
   5 syllable
   7 syllable
   5 syllable

2. Create an original tanka poem containing the three following characteristics:

   Simplicity

   Conveys one idea

   Five lines long:
   5 syllables
   7 syllables
   5 syllables
   7 syllables
   7 syllables

3. Water color painting incorporating brush painting.

   Art based on love of nature.

   Blank spaces add charm.

   Expression of feeling rather than exact form.

4. Origami...Many instructional books and kits are available.

*5. Carp Kites

   Using a pattern, cut two identical carp from butcher paper, 2 feet long.

   Decorate with felt pens or vegetable printing.

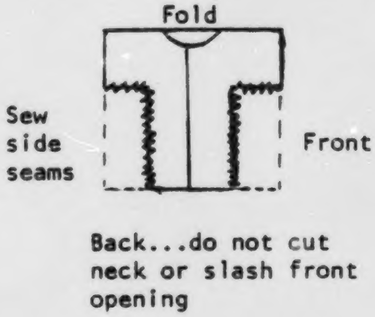
   Staple together.

   Stuff.

   Hang.

6. Ikebana...flower arrangement (See Japan by Minugh & Cory, p. 135)

7. Make kimonos to wear to the festival from old sheets. May be decorated with felt pens.



*8. Collages

*9. Simple printing

*10. Bonsai

*See Appendix

Related Art & Language Activities (Continued)

*11. Japanese Dolls

12. Construct a 3-D volcano showing how the islands of Japan were formed.

13. Make and fly kites.

14. Demonstrate Chanoyu...The Tea Ceremony

*See Appendix

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ROLE PLAYING ACTIVITIES FOR JAPAN "TRIP."

Day One - Oral presentations from Section I, ending with check in at airport and boarding the plane.

Day two - Arriving in Japan, children dress in kimonos and each of the tour guides (Section II) has a turn to present their information to the class.

Desks may be arranged to simulate planes, tour buses, trains, etc.

Lunch A contribution is collected and parents prepare the lunch and serve it on card tables on the floor. A typical menu for 24 children:

	Amount Purchased
Beef teriyaki	3 lbs. beef
Chicken teriyaki	48 chicken legs
Rice	12 cups cooked
Tempura vegetables	1 sweet potato 1 zucchini 1 carrot 2 c green beans
Green tea (not popular with students)	small package
Rice crackers (also not popular)	1 pkg. assorted
Assorted fresh fruit	2 cantaloupes 4 boxes strawberries 2 bunches bananas
Lemonade	2 gallons
	2 bottles cooking oil 1 bottle soy sauce 1 bottle Teriyaki sauce

APPENDIX

__Haiku__ - Japanese poetry about nature, which is most simple and beautiful.

Three lines in length.

Usually about nature because of the Japanese love of nature.

The three lines do not have to rhyme.

The three lines have five, seven, and five syllables in each line, respectively.

The sea in the dusk
is green and the sky is green
as a field of rice.

Japanese Dolls

Materials needed: paper bag and newspapers, paste, string, black yarn, tempera paint.

Begin with an ordinary paper bag. Place a round ball of newspaper the size of the doll's head in the end of the paper sack. Tie the ball off by wrapping many strands of string around and around to make the neck of the doll.

Prepare 2 rolls of newspaper of 2 thicknesses each...one roll 24" long, the other about 16" long. Wet these rolls with paste and tie them at the center. The shorter pieces will form the arms and the longer one bent down will form the legs. Cut holes in the paper bag to slip the arm pieces through.

Pad the body part and cover the whole figure with strips of towel that have been wet with paste. Keep the figures slender. Turn up the feet and bend the arms to the desired position while still wet.

When the figures are dry, paint the whole body with tempera paint and make the facial features. Glue on black yarn for hair and arrange in Japanese style.

A pattern for a kimono can be made. Use pleasing colors for the women's clothing and black if you make a man doll.

To make sandals, draw around one of the doll's feet on a piece of stiff paper. Cut two sandals the same size. Staple pieces of yarn to these to come up through a slit in the doll's foot, separating the big toe from the rest of the foot. Tie the ends of the yarn back on the ankle.

Collages

Materials needed: Odds and ends of "things"...heavy paper or stiff fabric...glue.

Collect odds and ends of materials including buttons, yarn, cloth, feathers, twigs, dried bits of seaweed.

Arrange on construction paper or stiff fabric in an abstract design. Glue each piece separately. Allow to dry.

The Japanese do much of this kind of art.

Simple Printing

Materials needed: Large leaves, fingerpaint, wrapping paper, brayer.

Press large leaves flat with underpart of leaves up to expose veins.

Mix fingerpaint to thickness of paste.

Roll brayer in the paint, then over the leaf and print on a piece of wrapping paper. A long panel can be made in this manner. Place a piece of doweling at each end of the panel to give it the appearance of a Japanese scroll or kakemono.

Bonsai (Miniature Japanese Garden)

A garden in Japan can be of any size, but the general plan is almost always the same. If the garden is small, the things in it are small. Small dish gardens can be made by children in school.

Materials needed: Rocks, moss, twigs, and small branches, toothpick bridges, small dish or pan for a pond (if available), miniature artificial trees, flowers, people and houses can be used. They should have a Japanese look about them if they are to be used, however.

Before trying to make a garden, you should study pictures of a real Japanese garden, then arrange rocks, trees, etc. to look like a Japanese landscape.

The Bonsai may be used to decorate rooms or to give as gifts.

Volcano

Materials: Board, newspapers, clay, plaster of Paris, tuna can, *ammonium dichromate (available at Atlas Chemical)

Committee, after study of volcanoes has been made, forms shape of volcano with newspapers, and covers with thin layer of clay.

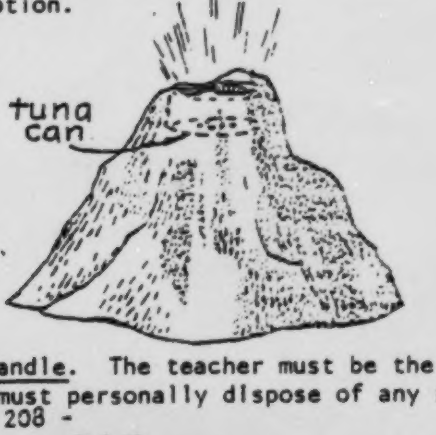
Place a tuna can near the top of the volcano, cover sides with clay, so it is not visible.

Cover clay model with coating of plaster of Paris.

Paint volcano with tempera.

Put small amount of ammonium dichromate, along with several match heads, in tuna can and light.

Results: The volcano burns, throwing red sparks, then lava pours over the sides, simulating an eruption.



*Use with care. Do not let children handle. The teacher must be the only one handling the ammonium dichromate and must personally dispose of any solution made with it.

JAPANESE HOMES

Each of the following would be found in a Japanese home. In your own words, tell what each thing is. You may use Home of the Sun, pages 63-67 or the glossary for help.

1. tokonoma

2. shoji

3. tatami

4. fusuma

5. kotatsu

6. hibachi

On the back of this paper, answer the following:

A. In what ways are Japanese homes like ours?

B. In what ways are they different?

____

____

SOCIAL STUDIES QUIZ

Use the following words to fill in the blanks by the correct definition.
Check each as you use it.

mompei
geta
obi
zori
kimono
kasa
tabi
yukata
happi

1. ________________ A sash or belt worn by women with kimonos.

2. ________________ Baggy trousers worn by women when working.

3. ________________ A loose robe worn by men and women. The color and pattern differ with the sex and age of the wearer and with the occasion.

4. ________________ A light kimono.

5. ________________ Socks with a separate place for the big toe.

6. ________________ Umbrellas made of silk or oiled paper.

7. ________________ Sandals worn outside when ground is dry, made of straw, leather or heavy cloth.

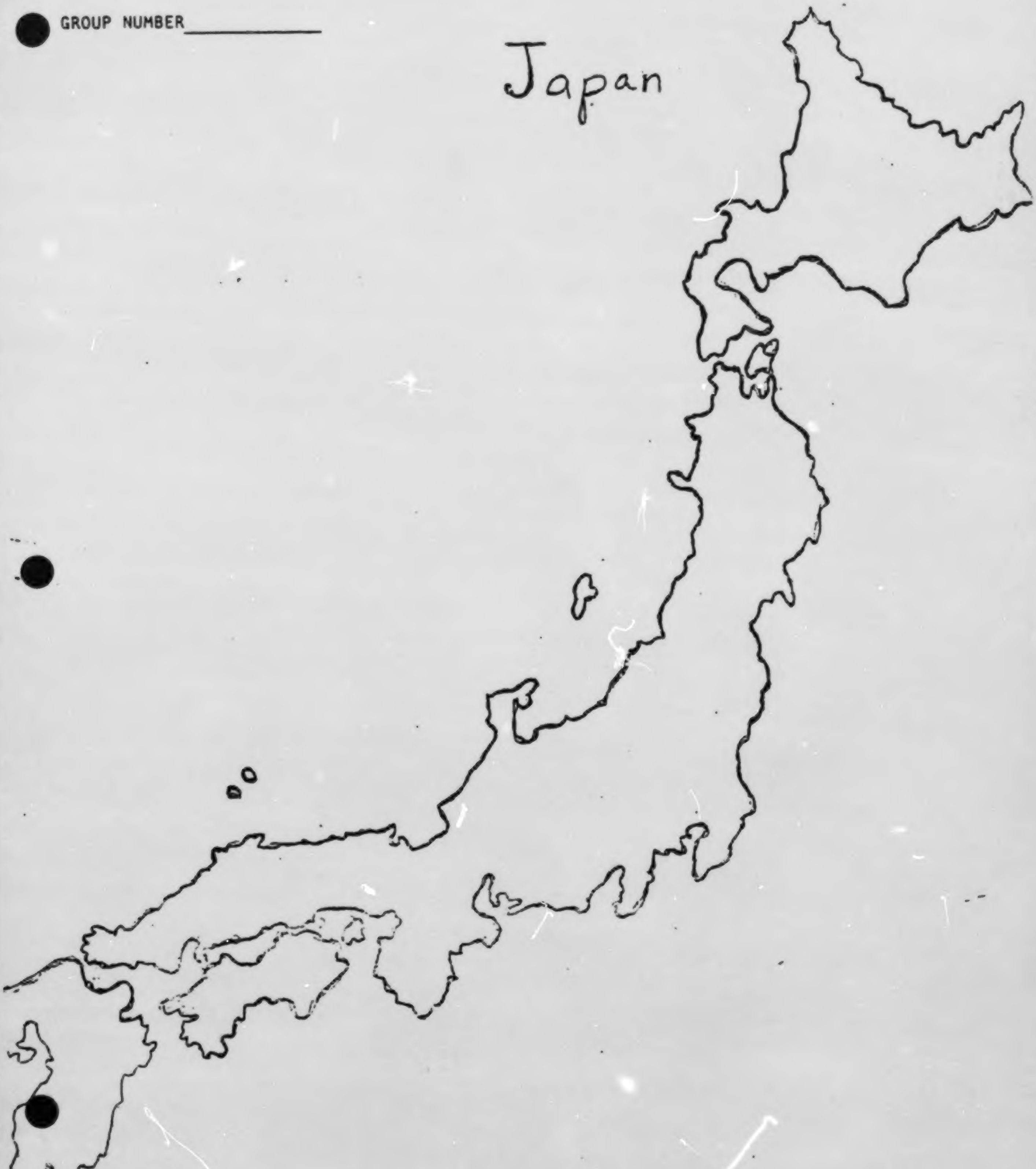
8. ________________ Wooden clogs or shoes.

9. ________________ A short coat worn by workmen.

NAME____________________

GROUP NUMBER____________

Japan



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RESOURCES/MATERIALS

Minugh, Lena Stuart & Nancy Keochakian Cory, Japan

Pitts, Forrest R., Japan

Hoare, Sophy, Japan, the Land & Its People

Time-Life, The Cooking of Japan

Visual Geography Series, Japan in Pictures

Gidal, Jim & Sonia, My Village in Japan

Ulatson, Jane Uleaner, Japan, Island of the Rising Sun

Ashby, Gwynneth, Looking at Japan

Epstein, Sam & Beryl, A Year of Japanese Festivals

Jakeman, Alan, Getting to Know Japan

Day, John, Let's Visit Japan

Dearmin, Jennie T. & Peck, Helen E., Japan: Home of the Sun

FIFTH & SIXTH GRADE SOCIAL STUDIES UNITS

Forward for the Teacher

I. Skills needed for Social Studies

The formal papers required in these Social Studies units are based on the student knowing how to take notes, write outlines and rough drafts, make a final copy written in ink, which includes introduction (forward), table of contents, and bibliography. Teachers will need to assess their own classes in order to determine if instruction is needed in these areas before they assign a paper. Information on how to teach these skills has been included to be used when necessary.

Brain storming, and communication, panel discussions, debate and role-playing are all strategies used in teaching these units. Again, whether these are used and the degree to which they are used will depend on prior knowledge of students. Teachers will need to be aware of these areas before assigning tasks. Information on these areas has also been included in this packet of information.

II. Suggested order for teaching fifth grade with skills needed in parenthesis:

1. Geography
2. Exploration (This is a good unit to teach sequential order/time lines)
3. Revolutionary War (Oral communication)
4. Thomas Jefferson (Formal paper)
5. Civil War (Role-playing, debate)
6. Westward Ho! (Letter writing)
7. Presidency (Outlining)
8. Canada

Optional: Immigration; Industrialization

III. Sixth grade units

Mapping. It is recommended that this unit be taught at the beginning of the year to serve as a basis for current events and the imaginary continent.

Waterways. (Comparative study)
Latin America (Outlining)
Antarctica
Middle Ages

Optional: World War I & World War II

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SKILLS - AN APPROACH TO PROBLEM-SOLVING

Step 1. Establish the problem carefully. (Identify and define the problem, explore what is missing, understand all words as used in the problem.)

Step 2. Make multiple hypotheses or guesses. (A working outline may be established before gathering information, remembering that it may be changed as you become familiar with your subject.)

The working outline becomes the tentative guide for research activities.

Step 3. Collect, organize, and analyze data. (Use many sources of information. Plan ahead for efficient use of the material you gather. Set small goals so that you are not swamped at the end.)

Students should be encouraged to use standard reference materials, text books, trade books, magazines, and newspapers when gathering information. Whenever possible, primary sources should also be used.

Step 4. Verify, reject, or modify your working outline. (Consider the outline in terms of information you now have.)

The completed working outline now becomes the guide for a table of contents.

Step 5. Communicate your results. (Consider various methods of communication. Select one that meets your needs, and then strive to add a "special" touch that will make your report unique.)

Consider this statement with students. "Communication is the key that unlocks the mind and puts it into the service of society." (See skills lesson, oral communication.)

SKILLS - NOTE TAKING

Purpose

When doing research, it is both necessary and important to take careful, accurate notes. This is particularly true when gathering material from a wide variety of sources. It is difficult to remember exactly what has been read in a particular book when many books are being used.

Your notes should help you recall specific information, help you locate the exact source, give credit to the original author, and particularly, serve to organize your own ideas and thoughts. It is a wise idea to record more information than you can actually use, since it is much easier to discard material than it is to accumulate it!

Mechanics

Select any system of note-keeping that seems to work for you...only be sure it is a system. Certain information is essential

(a) Heading...shows the topic or sub-topic.
(b) Source...identifies the author, title, page.
(c) Notes...generally one note or idea to a page.
(d) Bibliography card (separate)...complete publishing information.

Common systems include:

(a) Notebooks or work folders...notes are written into loose-leaf folders. The pages may be removed and shuffled later into the desired order.

(b) Note-cards...notes are written on small cards (3"x5" or 5"x7") and filed in a box. These are easy to handle, easy to organize.

Kinds of Notes

Summary. The central thought or idea of the author is restated in a shorter and simpler form.

Paraphrase. The central thought or idea of the author is restated in approximately the same number of words.

Direct Quotation. An exact duplication of an important sentence, phrase, or paragraph. The quotation must be enclosed in quotation marks. Use this kind of note sparingly.

Outline. Orderly arrangement and numbering of central thoughts, sub-topics, and facts.

Word & Phrase. Key words and phrases.

NOTE: An introductory lesson on note-skills should be followed by practice lessons on each kind.

Use of a Work Folder

While many people prefer to follow their own ideas about preservation of notes, beginners will need to sample different methods before they are ready to decide which system work best for them.

Try the following suggestions for making a "work folder."

1. Fold a 12"x18" piece of construction paper to make a cover, or use a standard manila folder.
2. When the folder is open, use the left hand page as a convenient place to staple a statement of the problem you plan to research. Be sure the problem is stated clearly, and refer to it often as a kind of "guiding star."
3. Use a paper fastener to attach a convenient supply of note paper to the right hand side of the folder.
    a. On the right hand side, top sheet, write a preliminary outline of topics you think might need to be developed in order to solve the problem. (This outline will need to be revised as you work and find additional information and ideas.)
    b. On subsequent pages, put the headings on each sheet according to your working outline. Remember to allow at least one page per topic...add additional paper as necessary when you start taking notes.
    c. Use a paper fastener to attach bibliography cards to your folder in any convenient location.

What Do You Think?

1. What might be some of the advantages of using this kind of work folder?

   (Easy to carry around, pages easily removed, bibliography cards will be handy, gets you quickly organized, etc.)

2. What might be some of the disadvantages?

   (Bulkier than note cards. If you lose one thing, you've lost everything, etc.)

STUDENT GUIDE
SKILLS - BIBLIOGRAPHY

Purpose

The basic purpose of the bibliography is to give the reader the means of identifying the work used as a source for material by the author.

Note

There are actually two bibliographies. One may be called the working bibliography and is prepared on individual cards (3 x 5). The second is the final bibliography prepared as the last section of your written project. The first includes all materials considered; the last includes only those actually used.

Models, Working Bibliography

Books & Pamphlets

McGuire, Edna, The Story of American Freedom, New Yor, The MacMillan Company, 1961.

Harper, Robert A., Crist, Raymond E. & Sorensen, Clarence W., Learning about Latin America, Sacramento, California, State Department of Education, 1964.

Editors, Thomas Jefferson & His World, New York, American Heritage Publishing Co., 1960.

Encyclopedia

Reed, O. E. & Others, "Monticello," Encyclopedia Britannica, Fourteenth Edition, (1958), V, 333-336.

Harper, William B., "Petroleum," The World Book Encyclopedia, Vol. 15, (1964), p 292.

Magazine Article

Jones, Robert, "Places of Historical Interest," National Geographic, Vol. CXVI, No. 3 (September, 1959), 74-82.

Final Bibliography

Arrange your working bibliography cards in alphabetical order, using only the ones you actually used. Copy the information on to one sheet, making each entry clear and separate, skipping spaces between them if necessary. Title the page "Bibliography" and number the entries.

SKILLS - USING NOTES

We have considered many of the basic steps in doing research. Once the problem has been identified, material located and read, and notes taken, we are ready for the final and most crucial part of our work, the actual writing of the project. Consider these questions carefully as you begin work.

What exactly am I trying to prove or disprove?

Which information is essential to the solution of my problem?

Must I try to use everything I have in my notes?

What are my own opinions now that I have studied the problem?

It is easy to see that we must somehow plan to measure the importance of things we have read. We want to know if this or that is important enough to remember, or if we can afford to forget it. One method for "thinking through" this question is by column comparison.

Geographic Fact	Possible Effect on History

Evaluation of material gathered is a difficult task. Students will need many and varied experiences as well as support and guidance from the teacher.

FINAL BIBLIOGRAPHY

Sample

BIBLIOGRAPHY

1. Editors, Thomas Jefferson and His World, New York, American Heritage Publishing Co., 1960
2. Harper, Robert A., Crist, Raymond E., & Sorensen, Clarence W. Learning about Latin America, Sacramento, California, State Department of Education, 1964.
3. Harper, William B., "Petroleum," The World Book Encyclopedia, Vol. 15, (1964), p 292.
4. Jones, Robert, "Places of Historical Interest," National Geography, Vol. CXVI, No. 3 (September, 1959), 74-82.
5. McGuire, Edna, The Story of American Freedom, New York, The Macmillan Company, 1961.
6. Reed, O. E. & Others, "Monticello," Encyclopedia Britannica, Fourteenth Edition, (1958), V, 333-336.

OUTLINE
(Example)

Outlines work in pairs. If Roman #I...then #II. If a. then b. Numbers then letters, etc.

EXPLORERS

I. Vikings

    A. Scandinavian Countries

        1. Norway
        2. Iceland
        3. Greenland

    B. Leaders

        1. Eric the Red
        2. Leif Ericson

    C. First To Land in the New World

        1. 1,000
        2. Vinland Eastern Canada

II. Columbus

    A. Born in Genoa, Italy

    B. Father, cloth maker

    C. Voyage

        1. Spain sent

        2. Ships

            a. Niña
            b. Pinta
            c. Santa Maria

        3. Land - New World

            a. October 12, 1492
            b. San Salvador

WHAT EVERYONE SHOULD KNOW ABOUT BRAINSTORMING BUT WAS TOO BUSY TO ASK

I. Purposes of Brainstorming

- A. To create a great number of ideas which leads to more quality in those ideas.
- B. To open people up to sharing ideas without fear of criticism.
- C. To enable members of the group to build on each other others' ideas.

II. Procedure

- A. The leader states a definite problem.
  - 1. Make it specific and simple.
  - 2. Examples:
    - a. Name everything you can think of that is soft, white, and edible.
    - b. What other uses can you think of for a TV tray?
    - c. In what ways would you improve a school pencil to make it easier to use?
- B. State the rules for brainstorming.
  - 1. No criticism - all ideas are accepted.
  - 2. Make your ideas free wheeling - as way out as you want to make them.
  - 3. Build on the ideas of others - someone may give you an idea you can elaborate upon.
- C. Restate the problem and as the children give their ideas list them on the board with No comment.
- D. After 15 to 20 minutes, stop the brainstorming.
  - 1. Comment on the amount and variety of responses.
- E. Evaluate each idea by using standards you have set up, such as:
  - 1. Does it actually solve the problem - or does it create new ones? (Does it build or help society?)
  - 2. Is it possible to use it either now or in the near future? (Is it practical?)
  - 3. Are human beings really able to handle it? (Is it compatible with human beings?)
- F. Leave the ideas on the blackboard that the children decide fit the criteria.

III. After brainstorming, you may discuss feelings and how the ideas came about.

IV. Then each child may take any idea and develop it on his own by:

- A. Making a labeled diagram or design of the idea or object.
- B. Making a model of the idea.
- C. Writing an explanation of his application of the idea.
- D. Creating an "Invention" of his own by combining the ideas from the board.

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SKILLS - ORAL COMMUNICATION

A. Frame of Reference

"Communication is the key that unlocks the mind and puts it into the service of society."

B. Concepts To Clarify

1. Communication is the giving or receiving of information. It is also used as a general term for means of communication such as the telephone, etc.

2. Communication involves more than one person. Not only must there be a sender, but a receiver.

3. "Understanding" may or may not take place.

4. True communication places obligations upon both the sender and the receiver.

C. Teaching Suggestions

1. Ask students to try to paraphrase the frame of reference. Discuss the meaning of "communication."

2. Ask this question. "What kinds of things prevent understanding?"

   a. Lack of interest
   b. Emotion
   C. Language barriers
   d. Mechanical problems
   e. Distractions
   f. Poor listening habits
   g. Etc.

3. Develop charts that list the obligations of the "sender" and the "receiver." Point out that it is easy to list the obligations, but not always so easy to live up to them.

4. Note that our concern with this unit is with oral communication skills.

   a. Panels
   b. Debate
   c. Oral report
   d. Class discussion

WHAT IS A PANEL DISCUSSION?

A panel discussion is a discussion held by a group of experts about a given topic. The panel generally sits at the front of the room, and relies upon a chairman to guide the activities. It may be held either formally or informally. Sometimes each member of the panel speaks for a short period with the chairman introducing him to the audience. Sometimes the discussion is held informally with conversation bouncing back and forth between the panel members. The audience is invited to participate following the presentation and ask questions. It is the responsibility of the chairman to keep the discussion and the questions on the subject, and to see that no one person dominates the whole group.

Things To Be Considered

1. What preparation is necessary on the part of the panel?

   (Sound, light, visibility of the panel)

2. What is the role of the chairman?

   (Sets "tone"...either formal or informal, introduces panel members, introduces topic, moderates, sums up all activities.)

3. What are the obligations of the audience?

   (Good listening, participation)

4. What devices might help to make the presentation more interesting?

   (Pictures, maps, drawings, etc.)

5. What mechanical things should be considered in preparing for the panel?

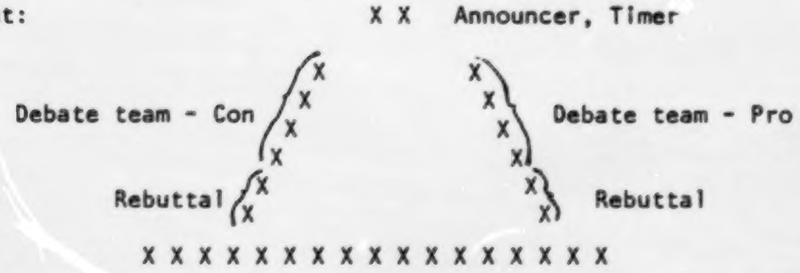
   (Light, sound, seating, visibility of the panel)

DEBATE

A debate is a formal contest of skill in reasoned argument. Two teams take opposing sides of a specified question. The rules of a debate must be followed very closely, and time limits observed exactly.

Procedure

1. Select topic. Topics will be chosen through class discussion of suggestions submitted by members of the class. Try to choose topic of general interest with possibilities for both pro and con.
2. Class arrangement:



3. The chairman states the question and introduces the speakers. The timekeeper allows two minutes for each speaker. A thirty second warning is called and at the final "time" signal, the speaker may finish the sentence, but no more.
4. Each side makes presentation, no comment allowed, no talking or discussion permitted between members of the panel. (Penalty imposed by chairman at close of debate - deduct one point per offense.)
5. A cross-examination period follows with each side allowed to question the other for two minutes. Chairman calls on ones who raise hands. Audience does not participate.
6. One minute discussion period. Audience may compare notes, members of panel may confer. Audience and panel may not confer.
7. Rebuttal...two people on each side make presentation summing up or defending side. Five minutes allowed for rebuttal, may be split up any way between the two speakers.
8. Judging...All members of audience are required to keep notes putting down points made by each side. (Use a single sheet of paper lined down the middle. Mark one column pro, one column con.) These will be collected by the teacher - may be graded. When scoring, allow 1 point for each major argument that you feel is valid. Add from 0 to 5 points for effectiveness of presentation. Eight papers will be selected at random and the points added up to determine the winning team.
9. We will evaluate the debate at the close of the judging. Be ready to discuss. Which team had the best arguments? Why did the losing team lose? Did you change your mind as a result of this debate?

SKILL...ROLE-PLAYING

Role-playing is one of the most effective ways of helping students resolve a controversial issue. It also may be used in many other ways such as helping students to develop their values, to appreciate the values held by others, to develop their ability to think on their feet and to learn much knowledge content that perhaps would not be learned in any other way.

When introducing role-playing, the teacher needs to do the following:

1. Select an issue. Avoid "loaded" or emotional issues.
2. Identify possible roles, keeping the cast small.
3. Write out questions which will stimulate students' thinking in designed roles.
4. Consider space, audience and props.
5. Plan role assignments; avoid stereotypes.
6. Plan a "stop cue." Remember to keep first experiences short.
7. Write questions that will draw out feelings, attitudes and ideas.
8. Identify applications to life.

GEOGRAPHY - UNITED STATES

GOAL

To understand geographical features of the United States.

OBJECTIVE

Given this unit of study the student will:
...apply states and capitals to mapping activities.
...understand regional boundaries of the United States
...locate major mountains, rivers, and national parks of the United States.

CONTENT/CONCEPT

*I. Locations
   A. States-Capitals
   B. Rivers-Mountains
   C. National Parks

*II. Regional Boundaries
   A. Northeast
   B. Middle Atlantic
   C. Southeast
   D. Midwest
   E. South
   F. Great Plains
   G. Mountain States
   H. Pacific Coast, Hawaii & Alaska

III. Concepts
   A. Geography is the basic factor in development of an area.
   B. Maps are developed for many different purposes.
   C. Students know how to use many kinds of maps.

BEFORE YOU BEGIN

Mapping skills are emphasized throughout this unit.

MULTICULTURAL EMPHASIS

The origin of place names is often related to the origin of the first explorers or inhabitants of a region. By identifying origin of the predominant place names of a region, the student will associate regions with explorers of different countries. Indian names are often words from tribal language of Indians associated with the region.

*See Appendix

ACTIVITIES

1. Locate on ditto maps: states, capitals, rivers, mountains, and national parks.
2. Identify the states within each regional boundary.
3. Give an oral or written travel log on a selected state.
4. Identify the origin of twenty geographical locations.

*5. Create a pictorial map of a state.

6. Write a commercial advertising a state.
7. Create a TV program on a region (Southeast, etc.). Could be an oral group presentation. Cover areas such as industries, farming, pints of interest, governments, trees, flowers, flags, mottos, songs, etc.

Instructional Materials

*Pictorial map - State

On a large sheet of white butcher paper, sketch state outline. Then depict in large colorful pictures the tourist attractions. Be clever and original.

(e.g. State of Wyoming...Wyoming could be done in rope, bucking horse to show Cheyenne Frontier Days, waterfalls for Yellowstone, high mountains for Grand Tetons, large cattle ranch showing the ranch country, etc. State flower, bird, motto, seal, and flag could be drawn, too.)

*Map locations

---

*See Appendix

APPENDIX

Geography Vocabulary

latitude
longitude
Equator
coordinates
degree
graphs
key
parallel
grid
vertical
Prime Meridian
directional

elevation
continent
precipitation
climate
tributary
plateau
island
ocean
lake
sea
boundary
bay

basin
canal
delta
divide
isthmus
mouth (river)
source
peninsula
reef
sound
strait

Map Locations

(Map Outlines-United States, Milliken Publishing Company. ...duplicating masters on blank maps for each of the following areas)

States

Capitals

Rivers

Connecticut
Hudson
Susquehanna
Delaware
Potomac
Mississippi
Ohio
Tennessee

Missouri
Arkansas
Columbia
Rio Grande
Colorado
Snake
Sacramento
San Joaquin

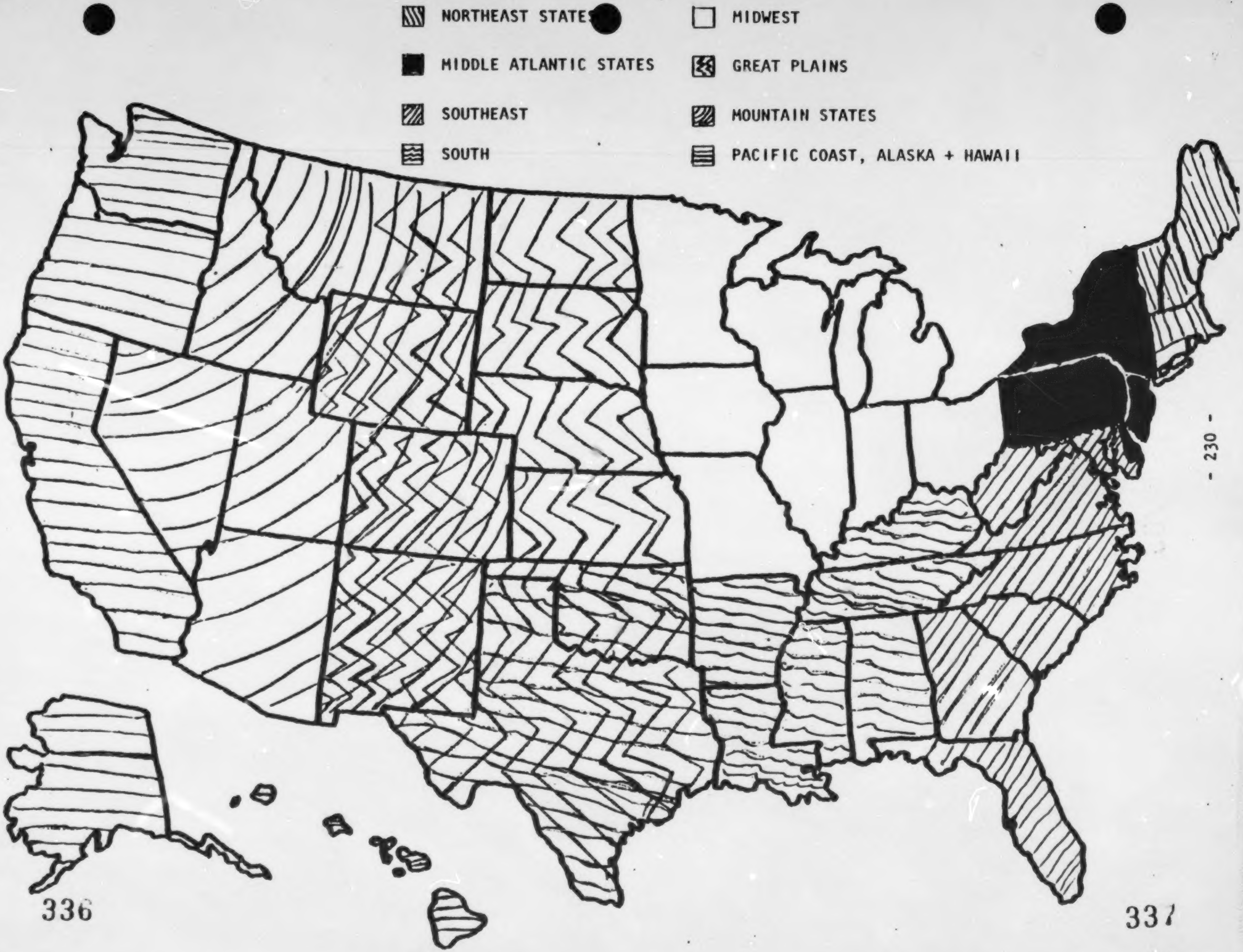
Regions

Northeast States (New England)

Cape Cod
Long Island Sound
White Mountains
Green Mountains
Martha's Vineyard
Lake Champlain
Nantucket Island

Penobscot River
Kennebec River
Merrimac River
Connecticut River
Six States: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut

Six Capitals: Augusta, Montpelier, Concord, Boston, Providence, Hartford


▧ NORTHEAST STATES
■ MIDDLE ATLANTIC STATES
▨ SOUTHEAST
▤ SOUTH
☐ MIDWEST
▧ GREAT PLAINS
▨ MOUNTAIN STATES
▤ PACIFIC COAST, ALASKA + HAWAII

Appendix - Map Locations (Continued

Middle Atlantic States

- Long Island Sound
- Hudson River
- Mohawk River
- Delaware River
- Susquehanna River
- Delaware Bay
- Chesapeake Bay
- Lake Ontario
- Lake Erie
- Lake Champlain
- Niagara Falls
- Adirondack Mountains
- Catskill Mountains
- Appalachian Mountains
- Monongahela River
- Allegheny River
- Ohio River
- States: New York, New Jersey, Pennsylvania, Delaware
- Capitols: Albany, Trenton, Harrisburg, Dover

Southeast (South Atlantic) States

- Gulf of Mexico
- Atlantic Ocean
- Potomac River
- Chesapeake Bay
- Appalachian Mountains
- Blue Ridge Mountains
- Shenandoah Valley
- Florida Keys
- Lake Okeechobee
- Cape Canaveral (Kennedy)
- States: Maryland, West Virginia, Virginia North Carolina, Georgia, Florida
- Capitals: Annapolis, Charleston, Richmond, Raleigh, Columbia, Atlanta Tallahassee

Southern States

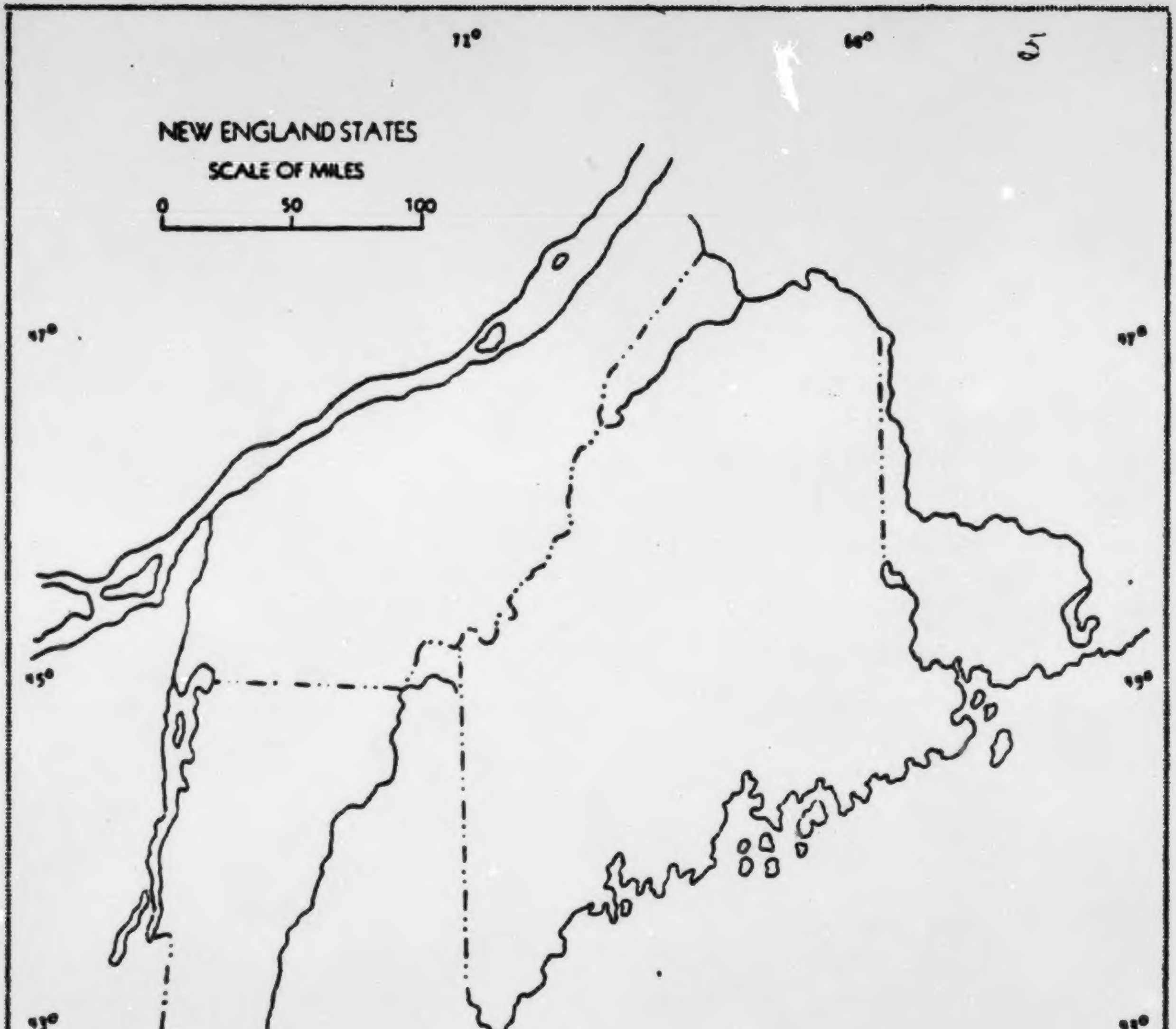
- Gulf of Mexico
- Mississippi River
- Arkansas River
- Tennessee
- Rio Grande River
- Ozark Plateau
- Appalachian Mountains
- Smoky Mountains
- Mississippi Delta
- Mammoth Cave National Park
- Vicksburg
- New Orleans
- Chattanooga
- Mobile
- Nashville
- State: Alabama, Mississippi, Louisiana, Arkansas, Kentucky, Tennessee, Oklahoma, Texas
- Capitals: Montgomery, Jackson, Baton Rouge Little Rock, Frankfort, Oklahoma City, Austin

Midwest (North Central) States

- Mississippi River
- Missouri River
- Red River of the North
- Illinois River
- Ohio River
- Great Lakes
- Wabash River
- States: Ohio, Indiana, Michigan Illinois, Missouri, Iowa, Wisconsin, Minnesota, Kentucky, Nebraska, Kansas
- Capitals: Columbus, Indianapolis, Lansing Springfield, Jefferson City, Des Moines, Madison, St. Paul, Frankfort, Pierre, Lincoln, Topeka

EXAMPLE

5


NEW ENGLAND STATES
SCALE OF MILES
0
50
100
72°
68°
47°
45°
43°
41°

Appendix - Map Locations (Continued)

Great Plains States

Black Hills
Badlands
Missouri River
Platte River
Arkansas River
Rio Grande River
Fort Peck Dam
Carlsbad Caverns
Pikes Peak

States: North Dakota, South Dakota, Kansas Oklahoma, Nebraska, New Mexico, Montana, Wyoming, Texas, Colorado
Capitals: Bismark, Pierre, Topeka, Oklahoma City, Lincoln, Santa Fe, Helena, Cheyenne, Austin, Denver

Mountain (Rocky Mountain) States

Great Salt Lake
Lake Mead
Grand Canyon
Snake River
Yellowstone River
Yellowstone Park
Missouri River
Rio Grande River
Platte River
Arkansas River

Colorado River
Rocky Mountains
Pike's Peak
Teton National Park
States: Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Idaho, Nevada
Capitals: Helena, Cheyenne, Denver, Santa Fe, Phoenix, Boise, Carson City

Pacific Coast (Pacific) States

Puget Sound
Vancouver Island
Pacific Ocean
Columbia River
Snake River
Willamette River
San Joaquin River
Sacramento River
Sierra Nevadas

Coast Range
Cascades
Death Valley
Salton Sea
Mojave Desert
Imperial Valley
States: California, Washington, Oregon
Capitals: Sacramento, Seattle, Salem

Alaska

Mt. McKinley
Brooks Range
Yukon River
Pribilof Island
Sitka
Nome
Fairbanks
Anchorage
Seward
Ketchikan
Capital: Juneau

Hawaii (eight islands)

Hawaii
Kahoolawe
Maui
Lani
Molokai
Oahu
Kauai
Nihau
Capital: Honolulu

Appendix (Continued)

National Parks

Olympic
Mount Rainier
Crater Lake
Lassen Volcanic
Yosemite
Kings Canyon-Sequoia
Grand Canyon
Zion
Bryce Canyon
Canyonlands
Glacier
Yellowstone
Grand Teton
Rocky Mountain
Mesa Verde
Carlsbad Caverns
Petrified Forest
Big Bend
Hot Springs
Mammoth Cave
Great Smoky Mountains
Shenandoas
Acadia
Everglades
Isla Royale
Wend Cave
Platte
Mt. McKinley
Hawaii Volcanoes
Haleakala

Latitude-Longitude - State located at the following
(Used with district text, Follett, pp. 14-15):

		Answers
45°N, 100°W	____________	South Dakota
40°N, 110°W	____________	Utah
45°N, 70°W	____________	Maine
35°N, 80°W	____________	North Carolina
40°N, 105°W	____________	Colorado
45°N, 95°W	____________	Minnesota
30°N, 85°W	____________	Florida
40°N, 80°W	____________	Pennsylvania
30°N, 100°W	____________	Texas
45°N, 120°W	____________	Oregon

RESOURCES/MATERIALS

State Text: The America's, Follette Social Studies

References: Map Outlines - United States, Milliken Publishing Company (duplicating masters and transparencies)

Time-Life Series on the States

Films: United States Geography Series, McGraw Hill
MPD-75 Great Plains: From Green to Gold
MPD-76 Great Lakes Area: Men, Minerals & Machines
MPD-77 Gulf Coast Region: The South's Land of Opportunity
MPD-78 Southern New England Region: New Industries
MPD-79 Middle Atlantic Seaboard Reagion: Great Cities-Megalopolis
MPD-80 Central Farming Region: Food for the Nation
MPD-81 Southwest: Land of Promise
MPD-82 Southwest: Challenge & Change
MPD-83 Pacific Northwest: Putting Paper to Work
MPD-84 Alaska: America's Northern Frontier
MPD-85 Hawaii: America's Tropical State

EXPLORATION

GOAL

To understand the reasons for exploration.

OBJECTIVE

Given this unit of study, the student will:
...define exploration and discovery.
...analyze important explorers of the past and present through oral presentations.
...discover that exploration is a continuing activity, with new fields and areas continually opening as man's knowledge and skill increases.
...evaluate the motivating forces behind discovery and exploration.

CONTENT/CONCEPTS

I. Exploring the Unknown
  A. The New World
  B. Outer & Inner Space (Modern)
  C. Selected Explorers
    1. Biographical Study
    2. Place in History
    3. Into the Future
II. Concepts
  A. Gold, Glory, God and curiosity are the major motivating factors for explorers.
  B. Exploration is a continuing activity and is going on now and into the future.

BEFORE YOU BEGIN

Mapping skills of the East Coast and Europe are necessary.
This unit is good for teaching sequential order - time line.

MULTICULTURAL EMPHASIS

Students compare cultural likenesses and differences resulting from contributions of early settlers to the culture of a region.

ACTIVITIES

* 1. Read about the explorers in reference books to gain general background information.

2. Discuss explorers, routes, contributions to the new world; where major groups settled.
3. Identify explorer routes on a map of the world.
4. Report orally (to the class) on a given explorer.
5. Compare and contrast exploration groups coming into the New World. (Small group oral presentations to the class).
6. List the cultural contriubtions of the French, Spanish, English, Dutch, Russian, Blacks, etc.
7. Graph a time line of twenty explorers.
8. Choose an explorer and write a diary of his adventures. (Based on facts.)
9. Based on fact, design a classical comic book about an explorer.
10. Role play a modern day explorer based on historical facts. Plan a new expedition involving the total class.
11. Select two groups and compare their differences and likenesses in the areas of food, clothing, climate, dance, transportation, education, economical bases, government, population, and trade.

APPENDIX

Vocabulary

- Viking
- banished
- saga
- historian
- caravel
- geographer
- Northwest Passage
- missionary
- skraeling
- wharves
- route
- caravan
- compass
- seaworthy
- colonies
- strait
- scurvy

Explorers

Italian

- Marco Polo
- Columbus
- Henry the Navigator
- Cabot

Portuguese

- Prince Henry the Navigator
- Magellan
- Diaz

English

- Drake
- Cook

French

- Cartier
- Joliet
- Marquette
- La Salle
- Champlain

Spanish

- Ponce de Leon
- DeSoto
- Balboa
- Cortés
- Coronado

Dutch

- Hudson

American

- Lewis
- Clark
- Pike
- Fremont
- Jed Smith

Russian

- Bering

Modern Day Explorers

- Under the Sea (Cousteau)
- Space (Glenn, other astronauts)
- Climbing mountains (Hillary)
- Poles (Peary)
- Caves

RESOURCES/MATERIALS

State Text: The Americas, Follette

Reference: World Book Encyclopedia

Supplementary Text:

American Heritage, Discoverers of the New World

Douglas, William, Exploring the Himalayas

Knowlton, William, Let's Explore Beneath the Sea

REVOLUTIONARY WAR

GOAL

To gain an understanding of the importance of the Revolutionary War in American history.

OBJECTIVE

Given this unit of study, the student will:
...analyze patriotic poetry.
...evaluate the significance of the national symbols and monuments.
...identify reasons for the Revolutionary War.
...evaluate the significance of the Revolutionary War.

CONTENT/CONCEPT

I. Historical Background
    A. French & Indian War
    B. Patriotic Poetry
    C. National Symbols-Monuments

II. Revolutionary War
    A. Reasons
    *B. Battles
    *C. Leaders

III. Results of Revolutionary War

IV. Concepts
    A. Many countries had a role in the Revolutionary War.
    B. There were good reasons for being with a Son of Liberty or a Tory.
    C. Idealism and practicality often conflicted in forming new government.

BEFORE YOU BEGIN

Students should be able to give an oral presentation.

MULTICULTURAL EMPHASIS

Discuss the role other countries (France, Germany, Poland) played in the Revolutionary War. (Short written paper)

*See Appendix

ACTIVITIES

1. Read in text for general background information.
2. Interpret a patriotic poem to the class.
3. Explain the significance of a national symbol or monument.
4. Report (in groups, orally to the class) on one of the battles or leaders.
5. Evaluate the results of the Revolutionary War through round table discussions.

APPENDIX

Vocabulary

- revolution
- taxation
- import
- export
- Whigs
- Tory
- Patriot
- Loyalist
- Parliament
- Congress
- colonist
- patriot
- mercenary
- militia
- traitor
- independence
- tyranny
- minuteman
- House of Burgesses
- democracy
- indentured servant
- ratify
- pursuit
- musket
- Declaration of Independence

National Symbols

- Uncle Sam
- Liberty Bell
- Statue of Liberty
- American Eagle
- Flag
- Great Seal of the United States
- Yankee Doodle

National Monuments & Landmarks

- Lincoln Memorial
- Jefferson Memorial
- Washington Memorial
- Pearl Harbor
- Mt. Rushmore
- Tomb of Unknown Soldier
- Mount Vernon
- Plymouth Rock
- Old Ironside
- Independence Hall

Battles

- Bonhomme Richard vs. Serapis
- Bunker Hill
- Lexington-Concord
- Princeton
- Saratoga
- Trenton
- Yorktown

Reasons for War

- Navigation Acts
- Stamp Act
- Boston Massacre
- Tea Act
- Intolerable Acts

Patriotic Leaders

American: Sam Adams
John Hancock
Paul Revere
Tom Paine
John Adams
Tom Jefferson
Ben Franklin
James Madison
George Washington
John Paul Jones
Nathaniel Greene
Horatio Gates
George Rogers Clark

French: Marquis de Lafayette

Poland: Casimer Pulaski

English: Charles Cornwallis
Tom Gage
William Horne
John Burgoyne

German: Frederick von Steuben

RESOURCES/MATERIALS

State Text: The America's, Follette

Supplementary Text:

- Bliven, Bruce, The American Revolution
- National Geographic Society, Revolutionary War
- Ingraham, Leonard, An Album of the American Revolution
- American Heritage, The American Revolution

Films: (For Orange Unified School District, only)

MPD-43	Dawn of the American Revolution: A Lexington Family
MPG-289	George Washington
MPD-491	Land of Liberty, Part I
MPB-224	Pioneer Living: Education & Recreation
	American History with Hector Heathcote (cartoons)
MPA-836	Boston Tea Party
MPA-837	Famous Ride, The
MPA-838	Crossing the Delaware
MPA-839	Valley Forge Hero
MPA-840	Bill for Philadelphia, A

THOMAS JEFFERSON

GOAL

To appreciate the greatness of Thomas Jefferson.

OBJECTIVE

Given this unit of study, the student will:
...understand the living conditions of the colonial period.
...analyze major events in the life of Thomas Jefferson.
...analyze major purposes and continuing significance of the Declaration of Independence.
...recreate a situation from the 1700's.
...evaluate the contributions of Thomas Jefferson not only to his own world but to life today.

CONTENT/CONCEPT (5 weeks)

I. Colonial Living
  A. Artists-Writers-Musicians
  B. Farming
  C. Education
  D. Family Life

II. Thomas Jefferson
  A. The person
  B. Achievements
    1. Declaration of Independence
    2. University of Virginia
    3. Statue of Virginia

III. Declaration of Independence
  A. Historical Significance
  B. Continuing Influence

IV. Concepts
  A. Thomas Jefferson was a man ahead of his times in many areas.
  B. Thomas Jefferson had a profound influence on the government of our country. This influence persists into the present.

BEFORE YOU BEGIN

Prior experience with writing a formal paper is necessary.

MULTICULTURAL EMPHASIS

Students study the origins of various colonies and how the origins create differences in government, lifestyle, beliefs, etc.

ACTIVITIES

1. Read in reference books to gain background information of colonial living.

2. Using a time line illustrate fifteen events in Thomas Jefferson's life.

3. Prepare oral presentations on an aspects of colonial living.

4. Create an art project from the colonial period. (Stitchery, corn husk dolls, wood carving, etc.)

5. Role play the signing of the Declaration of Indepencence with signers giving a short speech about themselves.

6. Write a formal paper evaluating the contributions of Thomas Jefferson.

7. Have round table discussions analyzing the major purposes and significances of the Declaration of Independence - prior to class discussion.

8. Divide class into groups. Each group will report on a settlement in the colonies. Have groups report as representatives of their colonies, discussing reasons for establishing colonies, differences of government and organization, and differences of lifestyles. (Pilgrims, Jamestown; Quakers, Rhode Island, Roger Williams; Dutch, New Amsterdam (New York), Peter Stuyvesant; and Georgia, James Oglethorpe).

9. Formal Paper

   Refer to study packet skills

   Requirements:

   a. notes

   b. rough drafts

   c. final copy which includes:

      Title page
      Table of Contents
      Introduction
      Paper - research
      Summary
      Bibliography

   d. written in cursive, in ink, neatly.

RESOURCES/MATERIALS

State Text: The Americas - Follette

Reference: Various Encyclopedias

APPENDIX

Writers

- Ben Franklin
- Tom Paine

Artists

- John Singleton Copley
- Charles Willson Peale
- Gilbert Stuart
- Ben West
- Edward Hicks

Supplementary Text:

American Heritage, Thomas Jefferson and This World

Commager, Henry Steele, Crusaders for Freedom

Commager, Henry Steele, The Great Declaration

Earle, Alice Morse, Child Life in Colonial Days

Earle, Alice Morse, Home Life in Colonial Days

Johnston, Johanna, Thomas Jefferson and His Talents

Lisitsky, Gene, Thomas Jefferson

Monsell, Helen, Thomas Jefferson a Boy in Colonial Days

Ross, George, Know Your Declaration and the 56 Signers

Tunis, Edwin, Colonial Living

Films: (Orange Unified School District only)

MPG-131	Thomas Jefferson
MPG-225	Pioneer Living: Home Crafts
MPG-923	Patriotic Music, Its Influence on United States History, 1775-1900

CIVIL WAR

GOAL

To gain insight into the social significance of the Civil War.

OBJECTIVE

Given this unit of study, the student will:
...analyze the reasons for the Civil War.
...analyze the battles and leaders of the war.
...evaluate the importance of the Gettysburg Address and the Emancipation Proclamation.
...analyze the problems facing the United States during the Civil War.
...infer the effects of attitude concerning race on social behavior during this time.

CONTENT/CONCEPT (5 weeks)

I. Civil War
  A. Reasons
  *B. Battles
  *C. Leaders

II. Presidents
  A. Abe Lincoln
  B. Jefferson Davis

III. Lasting Influences
  A. Emancipation Proclamation
  B. Separation Ends

IV. Concepts
  A. Both sides of the Civil War had good reasons to believe they were right.
  B. Families were divided by this war.
  C. The human price of this war was extreme, and feelings ran so deeply that there are still traces of bitterness more than a century later.

BEFORE YOU BEGIN

Prior knowledge of newspaper format (parts of newspaper/writing articles) is important. This unit also reviews skills of writing research papers.

MULTICULTURAL EMPHASIS

Through debates, writing newspaper articles, discussing current issues related to the Civil War, etc., the students will gain an understanding of the biases from the time of the Civil War which persist today.

*See Appendix

ACTIVITIES

1. Compare North and South on a chart covering reasons for the war, leaders, presidents, and names for each side.

2. During class discussion develop a vocabulary list.

3. On a ditto map draw in areas involved in the Civil War. (Distinguishing northern, southern, and border states.)

4. Create a news article on one of the battles.

5. Interview one of the leaders about his role in the Civil War.

6. Write a short formal paper on Lincoln, covering the Gettysburg Address, Emancipation Proclamation, and the influence of his death on the United States.

7. Debate the causes and effects of the Civil War upon the people of the North and the South.

*8. Compose a "realistic" Civil War newspaper.

9. Evaluate current issues (Civil rights, policital events, cultural implications) that may have emanated from the 1860 - 1870 time period.

10. Research a battle of the Civil War and then create a new battle plan and explain how you would have approached the battle differently if you were General ______________________.

11. Create a film strip depicting the life of one of the leaders of the Civil War.

* Appendix

APPENDIX

Vocabulary

- secede
- abolitionist
- underground railroad
- overseer
- industry
- cotton gin
- plantation
- segregation
- amendment
- carpetbagger
- prohibit
- Union
- revolt
- debate
- nominate
- sovereignty
- secession
- blockade
- malice
- sharecropping
- Reconstruction
- scalawag

Battles

- Fort Sumter
- Shiloh
- Manassas - Bull Run
- Gettysburg
- Antietam
- Chattanooga
- Vicksburg
- Monitor - Merrimack
- Appomattox - end of war

Black Leaders (Later)

- Martin Luther King
- Booker T. Washington
- W. E. Dubois
- Barbara Jordon
- Andrew Young
- Athletes
- Sojourner Truth
- Harriet Tubman

Leaders

North

- Lincoln
- Grant
- McClellen
- Stuart
- Sherman

South

- Davis
- Lee
- Jackson

Names for North - Yankees, Blue, Union
Names for South - Rebels, Gray

Civil War Newspaper - Guidelines.   After the study of the Civil War.

1. Four page newspaper (You may work alone or with one other person).
2. Choose date to be published, where published, editors, headings, etc.
3. Will contain articles, maps, charts, and pictures.
4. Two pages based completely on facts - battles, leaders, presidents, new states, inventions, coins, world affairs, moving west, Indians, political cartoons, etc.
5. Two pages of "could be true" information; human interest stories, ads, editorials, recipes, games, etc.
6. Use regular newspaper size paper, divide in columns and print in pencil.

RESOURCES/MATERIALS

State Text:	The Americas, Follette
Reference:	World Book Encyclopedia National Park Service Historical Handbook Series (Publishes individual titles)
Supplementary Text:	National Geographic Society, The Civil War American Heritage, The Battle of Gettysburg Cotton, Bruce - The Hallowed Ground American Heritage, Naval Battles and Heroes " " " " , Ironclads of the Civil War
Films: (Orange Unified School District only)	MPD-493 Land of Liberty, Part III MPD-447 Sunset at Appomatox

WESTWARD HO!

GOAL

To appreciate the westward movement as an influence on modern day America.

OBJECTIVE

Given this unit of study, the student will:
...map the major trails into the American West.
...compare the modern day cowboy to the one of the past.
...develop an appreciation for our pioneer heritage
...identify the modes of communication/transportation from East to West in the middle 1800's.
...appreciate the conditions of living in a new frontier.

CONTENT/CONCEPT

I. Spanning the Continent
  A. Reasons for moving west
  B. Transportation, barriers

II. Contributions of Nineteenth Century Leaders
  A. Cowboys
  B. Mountain men - Military heroes
  C. Indians

III. Life in the 1800's
  A. City & rural living
  B. Culture

BEFORE YOU BEGIN

Mapping skills of the United States are important.
Prior knowledge of letter writing is necessary.

MULTICULTURAL EMPHASIS

In the course of studying the westward movement, activities which emphasize the many cultural groups and their effect on the culture are included.

ACTIVITIES

1. Locate the major routes and cattle trails on a ditto map.
2. Draw a picture depicting a scene from the American West.
3. Role play a pioneer family moving west in a wagon.
4. Playing the part of a cowboy, stage driver, scout, wagon master, clipper captain, "badman," etc., compose a song about your work.

*5. Individuals will select a topic and organize a presentation to give to the class.

6. Design a town in which you would like to live in the West. Justify reasons for location, plan, merchants, economic basis, etc.
7. Role-play a rendezvous with Indians, cattlemen, sheepmen, railroaders, townsmen, mountain men, etc. to share diversity of backgrounds.

*8. Complete a comparative chart on Indians.

9. Write a letter East telling your family about your trip to the West, your adventures on the way, and your line of work now that you have arrived.
10. Make a list of fifteen cowboy words that have a Spanish origin.
11. List the contributions the Chinese have made to the United States after coming in to build the transcontinental railroad.
12. Write a story as if you were an Indian child being moved to a reservation.

360

*See Appendix

APPENDIX

Vocabulary

- transcontinental
- prairie schooner
- rendezvous
- remuda
- travois
- reservation
- range war
- vacquero
- chaps
- lariat
- mustang
- Northwest Passage
- era
- barbed wire
- faro
- cattle baron
- panhandle
- wrangler
- vigilante
- roundup
- blizzard
- chinook

Routes into the West

- Oregon Trail
- Santa Fe Trail
- California Trail
- Old Spanish Trail
- Mormon Trail

Mountain Men-Military Heroes

- Jim Bridger
- Kit Carson
- John C. Fremont
- Zebulon Pike
- Jedediah Smith

"Lawmen"

- Pat Garrett
- Wild Bill Hickok
- Wyatt Earp
- Bat Masterson
- Judge Roy Bean

Cattle Trails

- Chisholm
- Western
- Goodnight-Loving

Artists

- Charles Russell
- George Catlin
- Frederick Remington
- John Audubon
- Currier & Ives
- Alfred Jacob Miller

Transportation

- Transcontinental Railroad
- Pony Express-Telegraph
- Clipper Ships

Topics for Oral Reports

1. American Cowboy - Past & Present

2. Indians

    a. Sacagawea
    b. Cochise
    c. Sitting Bull
    e. Tecumseh
    f. Black Hawk
    g. Sequoia

3. "Badmen" - Women

    a. Black Bart
    b. Billy the Kid
    c. Sam Bass
    d. Joaquin Murietta
    e. Wes Hardin
    f. Belle Starr
    g. Calamity Jane

Appendix (Continued)

COMPARATIVE CHART ON INDIANS

	East	Plains	Southwest	California	Northwest
	Seminole	Sioux	Hopi	Mission Group	Tlingit
Homes					
Transportation					
Beliefs					
Trade					
Customs					
Arts					
Clothing					
Family Structure					
Food					

RESOURCES/MATERIALS

State Text

Follette, The Americas

Supplementary Text

Landmark Series, Random House

American Heritage, The Oregon Trail, The Cowboys, Trappers

Malone, John Williams, An Album of the American Cowboy

Whittaker, Oliver, A Pictorial History of the American Indian

Burt, Olive Ul, Negros in the Early West

Resources/Materials (Continued)

Films (Orange Unified School District only)

MPG-92	Communications Westward
MPG-16	Oregon Trail, The
MPG-392	West of Charles Russell, Part I
MPG-393	West of Charles Russell, Part II
MPD-88	Westward Movement...1: Settlers of the Old Northwest Territory
MPD-89	Westward Movement...2: Settlement of the Mississippi Valley
MPD-90	Westward Movement...3: Settling of the Great Plains
MPE-606	Railroads & Western Expansion, 1845-1865
MPD-448	Riders of the Pony Express
MPE-647	Settlers, The
MPA-82	Stagecoach Westward

Social Studies
Grade 5

THE CONSTITUTION & THE PRESIDENCY

GOAL

To understand the importance of the Presidency.

OBJECTIVE

Given this unit of study, the student will:

...identify significant events in the lives of Presidents who have contributed to the growth of the office.
...analyze the functions of the three branches of the federal government.
...explain major provisions of Article II of the United States Constitution in own words.
...understand the history of Washington, D. C. and major buildings.
...evaluate the Presidency today.
...analyze the Constitution and Bill of Rights.
...learn and practice outlining skills

CONTENT/CONCEPT

I. Biographical Study-Presidents

- A. George Washington
- B. John Quincy Adams
- C. Andrew Jackson
- D. Abraham Lincoln
- E. Theodore Roosevelt
- F. Woodrow Wilson
- G. Franklin D. Roosevelt
- H. Dwight D. Eisenhower
- I. John F. Kennedy
- J. Gerald Ford
- K. Ronald Reagan

II. Growth & Development of the Presidency

- A. Powers & Duties
- B. Conditions Leading to Change
- C. Presidency Today

III. Washington, D. C.

- A. Location
- B. Pierre L'Enfant
- C. Famous Buildings

IV. Constitution

- A. Historical Background
- B. Checks & Balance
- C. Importance

V. Concepts

- A. The Constitution is a living document, changing when needs change.
- B. The presidency has changed over the years as the needs of the country and the personality of the president have changed.

BEFORE YOU BEGIN

Students should use reference materials to take notes. This is a good unit to teach students to organize notes to create an outline for a paper.

MULTICULTURAL EMPHASIS

Activities encompassing ethnic background of presidents and tracing family roots in American history are a part of the unit.

ACTIVITIES

1. Make a campaign button for a president.
2. Construct a campaign item for one of the presidents.
3. Design a 3"x3" campaign book on one of the presidents.
4. Create a papier maché bust of one of the presidents.
5. Write a book about one of the presidents.
6. Debate. The presidency today is a more challenging job than it was in the time of George Washington.
7. Collect and make a scrapbook of clippings concerning the activities of the president.
8. Make a four page outline on one of the presidents.
9. Create a series of caricatures based on the presidents.
10. Individual oral presentations on the history of Washington, D. C., White House, Capital, Smithsonian, Arlington Cemetery, Supreme Court, etc.
11. Oral presentations on the President's wives.
12. Chart all the cabinet positions and who they are.
13. Read and discuss the Constitution and Bill of Rights.
14. Learn the Preamble to the Constitution.
15. Write Article II of the Constitution in your own words.
16. Design a tree showing the three branches of governement. Leaves depict the jobs and responsibilities of each branch.
17. Illustrate the Bill of Rights.
18. On a time line tell when your family arrived in America and the reasons for coming and the influence the President, at that time had on them. If you were in America prior to the establishment of the Presidency, give the reasons why your family came to America.
19. After listening to Neil Diamond's "America", compose a song about why your family came to America.
20. Make a chart comparing the ethnic background of the presidents.

APPENDIX

Vocabulary

Constitutional Convention
House of Representatives
Supreme Court
Constitution
Amendment
legislative
executive
judicial
veto
democracy
republic

preamble
Congress
Senate
qualifications
impeachment
Amendment
Bill of Rights
cabinet
treason
electors
inauguration
oath of office

RESOURCES/MATERIALS

Reference: Encyclopedia

Supplementary Texts:

Ross, George, Know Your Presidents & Their Wives

National Geographic, Our Country's President

Johnson, Gerald, The Presidency

Miers, Earl Schnenck, America & Its Presidents

Books written on individual Presidents

Lerner Ethnic Studies Library, The In America Series
(A series of nineteen books written about the contributions of different ethnic groups in America.)

Films (The Presidency) (Orange Unified School District only)

MPE-50 The Living Constituition

MPA-379 President Kennedy Speaks on Bill of Rights

MPG-211 Teddy Roosevelt: The Right Man at the Right Time

CANADA

GOAL

To gain appreciation for our neighbor to the North.

OBJECTIVES

Given this unit of study, the student will:
...be able to map all provinces, territories, capitals, major mountains, rivers and lakes.
...understand and interpret historical events in the development of Canada.
...trace the part played by the French and English in the settling of Canada.
...describe the close ties that exist between Canada and the United States.

CONTENT/CONCEPT (two weeks)

I. Geography
   - A. Provinces - territories - capitals
   - B. Natural regions
   - C. National parks - tourist attractions

II. History
   - A. Indians - Explorers
   - B. Settlements
   - C. Present day

III. Concepts
   - A. Canada is both like and unlike the United States.
   - B. Much of Canada's resources are still untapped.

BEFORE YOU BEGIN

Mapping skills are necessary.

MULTICULTURAL EMPHASIS

Emphasis on the contributions of ethnic groups to Canadian culture, including Indian tribes, is included in activities.

ACTIVITIES

1. Locate provinces, territories, capitals, mountains, rivers, and lakes on a ditto map.
2. Read in the sixth grade Follett text for background information on Canada.
3. Make a time line on the discovery and exploration of Canada.
4. Make a map of the settlements of the French and English in North America.
5. Compare the French and English explorers arriving in the United States and Canada.
6. Contrast on a chart the government of each country.
7. Compare the regions of Canada to the United States in their natural beauty, farming, and industries.
8. Imagine we are flying from Los Angeles to the capital of one of the provinces or territories. Take us (as a class) on an imaginary trip of a province describing all interesting things to see. You could travel some unusual way, such as hiking, biking, motorcycle, etc.
9. Write a short paper on the importance of the St. Lawrence River (Seaway) to both countries.
10. Write an editorial for the paper on why Quebec would like to become its own country.
11. Compare the national capitals of Canada and the United States.
12. Make a chart on an Indian group picturing items that have influenced present day Canada.
13. Compare the ethnic background of the following: Indian, Eskimo, fisherman, rancher, and city dweller.
14. Predict the problems that an Eskimo boy from Coppermine would have on his first day in school in Ottawa.

APPENDIX

Vocabulary

province
territory
glacier
Canadian shield
fishing banks
seaway
locks

missionary
calumet
sentry
voyageur
Hudson Bay Company
Commonwealth
immigrants

parliament
centennial
Dominion
gypsum
uranium
asbestos
Cosmopolitan
conifer
polar

RESOURCES/MATERIALS

Text: Follett - Latin America and Canada

References: Canada - National Geographic
The Canadians - Time Life Series
Various Encyclopedias

Films: (For Orange Unified School District only)

MPD-63	Canada - The Industrial Provinces
MPE-676	Canada - Our Northern Neighbors
MPD-64	Canada - The Pacific Provinces
MPD-65	Canada - The Prairie Provinces
MPD-1	Canada's History - Colony to Forest People
MPD-557	Forest People
MPE-3	Living River
MPE-234	Top of the World

APPENDIX

Compare Incas - Mayas - Aztecs (not all areas fit all groups)

Types of government
Astronomy
Counting system
Religion
Agriculture, kinds, methods
How were they conquered?
Leaders
Language
Time in history
Where did they live?
Art work
Major cities, where built, how, why
Domesticated animals
Tools
Writing
Education
Influence on present day
Clothing
Homes - Shelter
Recreation, games
Transportation - trade
History
Location in the World

Liberators

Simon Bolivar
Francisco de Miranda
Miquel Hidalgo y Costilla
Jose de San Martin
Bernardo O'Higgins
Benito Juarez
Toussaint L'Ouverture
Antonio Jose de Sucre
Jose Maria Moreios
Jose Julian Marti

RESOURCES/MATERIALS

State Text: Latin America and Canada , Follett

Supplementary Text:

Lindop, Edmund, Life In Latin America

Lindop, Edmund, Ancient Peoples of Mexico

National Geographic, Mayas, Aztecs, Incas

Von Hagen, Victor, Aztecs, Incas, Mayas

Films: (Orange Unified School District only)

MPD-303	Ancient New World
MPA-176	Aztecs, The
MPE-77	Caribbean
MPA-177	Incas, The
MPS-24	Lost World of the Maya
MPA-476	Mexican Handcraft and Folk Art
MPD-886	Mexico Before Cortez
MPD-105	Amazon, The - Life Along the River in Brazil
MPD-106	Amazon, The - Life Along the River in Peru
MPD-135	Geography of South America - The Continent
MPD-733	Brazil: South America's Giant

Social Studies
Grade 5

IMMIGRATION-INDUSTRIALIZATION

GOAL

To understand the effects of immigration and indusrialization on the United States.

OBJECTIVE

Given this unit, the student will:
...analyze the effect of immigration on industrialization.
...analyze the effect of major inventions on the industrial revolution.

CONTENT/CONCEPT

- I. Reasons for Moving (Immigration)
  - A. Primitive People
  - B. Explorers
  - C. Religion, Work, & War
- II. Time Periods
  - A. 1500's - Colonists, mostly British
  - B. 1800's - Germans, Irish & Orientals
    - 1. 1870's - First wave of Southern and Eastern Europe
    - 2. 1890's - Largest Immigration Period
  - C. 1900's - Japanese, many after the wars, Cubans, Southeast Asians, Third World Countries
- III. Problems for a New Group
  - A. Assimilation
  - B. Education & Language
  - C. Jobs & Living Conditions
- IV. Influence on Present Day
  - A. Food
  - B. Clothing
  - C. Jobs
- V. Industrialization-Early Period
  - A. Guilds & Trade
  - B. Cottage Industries
- VI. Industrial Revolution
  - A. Textile Industry
  - B. Inventions
  - C. Age of Steel-1860
  - D. Age of Electricity-1900
- VII. Famous Inventors
- VIII. Correlation between Immigrants & New Inventors

BEFORE YOU BEGIN

Students should use basic mapping skills.
This unit goes well with the family history unit and multicultural literature unit.

MULTICULTURAL EMPHASIS

In this unit students will learn why people moved to the United States from all over the world and what effect their contributions had on the United States.

ACTIVITIES

1. Make a time line of inventions during the 1800's.
2. Build a replica of an invention and make a chart to explain how it is used.
3. Write a paper tracing the history of some invention.
4. Think of yourself as in the year 2050 and give an oral discussion to the class telling of some new useful invention.
5. Role-play the part of an early immigrant and keep a diary of your experience coming to this country by boat.
6. Paint a picture depicting freedom to you.
7. Make a pictorial chart of a famous immigrant and show his contributions to the United States.
8. Make a list of contributions of immigrants in general.
9. Write a short essay on how early industry and immigration are related.
10. Make a chart showing different nationalities and why they came to the United States. (Irish left Ireland because of poor crops.)
11. Design a new invention. Make a chart of what it does and explain to the class.

APPENDIX

Innovators & Inventors

Albert Einstein (Germany, Scientist)
Enrico Fermi (Italy, Physicist)
Alexnader Graham Bell (Scotland, Telephone)
David Sarnoff (Russia, Radio)
Irving Berlin (Russia, Music)
Leopold Stokowski (Great Britain, Orchestra Leader)
Thomas Mann (German, Author)
Jacob Riis (Denmark, Author)
Samuel Gompers (Great Britain, Labor)
Joseph Pulitzer (Hungary, Publisher)
Knute Rockne (Norway, Sports)
Charles Steinmetz (Germany, Advanced knowledge, electricity & electric power)
Robert Goddard (Rocketry)
Cornelius Vanderbilt (Railroads)
Andrew Carnegie (Steel)
John D. Rockefeller (Oil)
Jane Addams (Helped poor)
Lillian Wald (Visiting Nurse Program, New York, poor)
John Kay (Flying shuttle)
James Hargreaves (Spinning jenny)
Samuel Slater (England, Water Powered Machine-spin thread faster - low cost)
Eli Whitney (Cotton Gin, interchangeable parts for guns)
Elias Howe (Sewing Machine)
Ernst Matzeliger (Surninam, Lasting shoe machine)
George Stephenson (Locomotive)
Robert Fulton (Steamboat)

RESOURCES/MATERIALS

State Text: The Americas, Follett

MAPPING

GOAL

To be able to apply mapping skills.

OBJECTIVE

Given this unit of study, the student will:
...appreciate significant contributions to the science of cartography.
...apply all kinds of knowledge in using maps.
...learn the history of map making.
...trace trade winds and currents and explain effects on weather.
...develop skill in predicting living conditions and environment factors through map and globe interpretation.
...apply map and globe skills in planning and making an imaginary continent.

CONTENT/CONCEPTS

I. Modern Maps
    A. Kinds
    B. Uses
    C. Map Language
    D. International Cartography

II. Globes
    A. Science of Latitude
    B. Science of Longitude
    C. Time Determination

III. Historical Development
    A. Early Theories on World Geography
    B. Pioneer Cartographers

BEFORE YOU BEGIN

Current events are discussed throughout the year. They are taught with this unit so students are aware of what is happening all over the world. Students are divided into groups so they are responsible for a news item once a week. Student must present news item to class in a creative way. They need to use a map to identify the location of the story.

MULTICULTURAL EMPHASIS

The year could be divided up into blocks of time and different sections of the world news would be presented during this time. (e.g. 9 weeks of European history, 9 weeks of Asia, etc.) Discussion of these news events will lead to a greater understanding of cultural viewpoints of world events.

ACTIVITIES

1. Compare various map projections.

2. Evaluate the divisions of longitude and latitude upon political boundaries and time zones.

3. Explore the idea that maps might have "personalitites." Ask class to find maps that seem to have a unique and interesting purpose, appearance, etc. Build a bulletin board display.

4. Discuss purposes of a flat map and compare it with uses of a globe. Note distortions of flat maps - use different projections.

5. Complete study packet. (Materials from Milliken ditto books listed under supplemental materials to learn mapping terminology.)

*6. Develop an imaginary continent project.

7. Different activities planned throughout the year could include making an Atlas, tracing "routes," making special use maps, etc.

8. Identify on a map..countries, capitals, and major mountains in Europe and Asia. (Background for doing current events all year.)

9. Write a paper on the history of mapping.

10. Design a map of your neighborhood as if you were in an airplane.

*See Appendix

APPENDIX

Imaginary Continent

This project is one the students work on throughout the school year. It is introduced in this unit so they can apply the basic mapping skills learned to create a physical relief map. (5 weeks)

1. Divide class into five or six groups.
2. Each group must decide upon a location for its continent: latitude, longitude, shape, name and physical features (mountains, valleys, islands, etc.)
3. Make a sketch on paper of the continent. Develop a key which includes color coded elevation, mountain ranges, islands, cities, etc.
4. Transfer sketch of continent onto 2'x2' piece of plywood. Pour plaster of Paris on plywood. As the plaster hardens, have students mold mountains and smooth flat areas.
5. Paint continent according to elevation key. (Result: a physical relief map.)
6. Outline continent on piece of butcher paper (same size as plaster of Paris map) to be used as a political map.

After the study of the waterways, students will place rivers on their imaginary continent. At this time, students make a plan for capital cities: either country, national, or state. These may be flat or three dimensional. Students will need to explain the layout of their cities and give reasons for location. (2 weeks)

After the study of Latin America, students will write about their continents including history, government, trade, industry, commerce, education, people, recreation, etc. Papers are written individually, but groups must decide on compatible facts and time periods. (3 weeks)

Vocabulary

cartographer
latitude
longitude
Prime Meridian
International Date Line
physical map
political map
relief map
topography map
compass
terrestrial globe
celestial globe
terrain

projections
hemisphere
Arctic Circle
Tropic of Capricorn
Antarctic Circle
continents
oceans
bay
gulf
strait
sea
tributaries
mouth of river

source
delta
sound
glacier
iceberg
isthmus
peninsula
cape
timberline
archipelago
Current of a river
Continental Divide

RESOURCES/MATERIALS

Supplemental Texts:

- Brown, Lloyd A., Map Making: The Art That Became Science
- Greenhood, David, Mapping
- Brindze, Ruth, The Story of the Trade Winds
- Leppard, Henry M., Map Projection Studies

Ditto Books:

- Maps Unfold the World, First Half, Milliken
- Maps Unfold the World, Second Half, Milliken
- Map Reading, Europe, Part I, Milliken
- Map Reading, Asia, Part II, Milliken

Films: (Orange Unified School District only)

- MPD-263 Latitude, Longitude & Time Zone
- MPD-172 Our Big, Round World - Concepts for Geography

WATERWAYS

GOALS

To know the importance of the major rivers of the world.

OBJECTIVE

Given this unit of study, the student will:
...locate major rivers and waterways of the world on a map.
...understand that waterways of the world...oceans, rivers, canals, etc., continue to influence man's progress.
...is able to explain the effect a river may have upon the land it flows through and upon the people who live near it.
...evaluate the significance of conservation practices in terms of the future.

CONTENT/CONCEPT (6 Weeks)

I. Historical Development, Selected Waterways
    A. Mississippi
    B. Hudson
    C. Colorado
    D. St. Lawrence
    E. Amazon
    F. Nile

II. Canals
    A. Panama
    B. Suez
    C. Erie

III. Planning for the Future
    A. Conservation
    B. Pollution
    C. Water Control & Utilization

BEFORE YOU BEGIN

Mapping skills are necessary.

MULTICULTURAL EMPHASIS

The waterways of the world influence the development of various cultures. The students can compare the similarities and differences of the cultures and how they have developed because of or in spite of similarities of waterways.

ACTIVITIES

*1. Identify the major rivers and waterways of the world.

2. Write a vivid description of the river as it might have been seen through the eyes of an early explorer.

3. In a class discussion, speculate on changes in history if a particular river had not existed. List ways a river affects the land it flows through, ways it affects people who live along it.

4. Find and illustrate stories, legends, or songs that have grown up around certain rivers. Present to class.

5. Discuss how rivers are an important influence on the location of large cities.

6. Identify sources of water pollution. Have a panel discussion on ways to alleviate this problem.

7. Investigate the local water situation...source and planning for the future problems. Oral discussion of information follows.

8. Debates. Examples:

   Resolved: Medical skills and research were of more importance to the building of the Panama Canal than facts of engineering.

   Resolved: Dams should not be constructed along the Colorado River in the Grand Canyon area.

9. Discuss how changes in the conditions of a river affect the rest of the natural environment.

10. Identify examples of different forms of pollution in your own immediate environment.

11. Diagram a river system from its headwaters to the mouth with major tributaries.

12. Evaluate the problems of a specific endangered animal.

13. Write a comparative river study report. Select two rivers and compare their likenesses and differences and explain this information to the class.

14. Decorate a river word with facts. Write the name of the river on a piece of paper and illustrate with factual drawings. (Industries, animals, transportation, etc.)

*See Appendix

APPENDIX

Vocabulary

- rivulets
- mouth
- source
- stream
- river system
- brook
- evaporation
- springs
- tributaries
- basin
- watershed
- creeks
- drainage basin
- erosion
- ecology
- endangered
- sediment
- sand bars
- currents
- alluvium
- deltas
- estuary
- harbors
- tide
- tidal river
- channel
- canal
- erosion
- drainage
- flood plain
- headwater
- levees
- hydroelectric power
- levee
- groundwater
- waterfalls
- downstream
- meanders
- oxbow lake

Rivers

United States

- Mississippi
- Arkansas
- Colorado
- Columbia
- Hudson
- Missouri
- Ohio
- Platte
- Rio Grande
- Snake
- Tennessee
- Yukon

Europe

- Danube
- Rhine
- Thames

Canada

- Peace
- MacKenzie

Asia

- Hwang Ho
- Indus
- Mekong
- Lena
- Yangtze
- Tigris
- Euphrates

Latin America

- Amazon
- Magdalena
- Orinoco
- Rio Coco
- Rio Balsas

Africa

- Nile
- Niger
- Congo

Australia

- Murray-Darling

RESOURCES/MATERIALS

No major texts

Supplementary Books

American Heritage, Steamboat on the Mississippi
White, Anne, All About Great Rivers of the World
National Geographic, Amazon
National Geographic, Air We Live & Breathe
Crosby, Alexander, The Colorado, Mover of Mountains

Films (Orange Unified School District only)

MPA-387	Mark Twain's Mississippi
MPD-269	Mississipi River, Its Role in American History
MPD-176	Mississippi River, Trade Route of Mid-America
MPD-455	Man Changes the Nile
MPD-420	River Journey on the Upper Nile
MPD-459	River People of Chad
MPD-618	Suez Canal: Gateway to World Trade
MPA-719	About Rivers
MPE-3	Living River
MPE-726	The Northern Lakes
MPE-90	The Rhine: Geography, History & Legend
MPD-618	Suez Canal: Gateway to World Trade
MPD-479	Bargeman on the Rhine
MPA-481	The Earth: Action of Rivers
MPA-189	Conserving Our Water Resources Today

LATIN AMERICA

GOAL

To appreciate the cultural heritage of Latin America.

OBJECTIVE

Given this unit of study, the student will:
...apply geographic terms and vocabulary in group discussion.
...describe in detail the geography and history of a selected Latin America country.
...analyze the developmental patterns of Latin American history.
...describe the difficulties Latin Americans overcame to win independence.
...analyze the importance of the Panama Canal and the influence of the United States in Panama.
...compare geographic and economic information on countries.

CONTENT/CONCEPT

I. Geography
    A. Locations
    B. Physical features
    C. Natural resources

II. Historical Development
    A. Discovery and Exploration
    B. Colonization patterns
    C. Independence

III. Cultural Heritage

IV. Economic Development

V. Current Problems

VI. Concepts
    A. Latin America is an area of many resources and is still underdeveloped.
    B. The future of Latin America lies in careful development of resources and people.

BEFORE YOU BEGIN

Mapping skills of Latin America are necessary. Research skills and ability to write a research paper are also needed.

MULTICULTURAL EMPHASIS

See goals

ACTIVITIES

*1. Locate countries, capitals, and physical features on a ditto map.

2. Create an art project depicting some culture.

*3. Divide the class into three groups and give an oral presentation on the Mayas, Aztecs, and Incas.

4. Make a comparative chart on the above three Indian groups plus what was going on in Europe and the United States at the same time.

5. List the contributions the three Indian cultures have left to us.

6. Make a pre-Columbian clay whistle.

7. Compare and contrast the colonial period of South America with the colonial period in the United States.

8. Evaluate the problems of winning independence for Latin America and its effect upon the lifestyle of the people today.

9. Create a pictorial map of a Latin American country and present a five minute speech to the class on the country using the pictorial map.

10. Write an article for the newspaper on how South America's discovery and exploration would have been different if the Andes were located on the East Coast.

11. Collect newspaper clippings concerning current problems in Latin America. Group the clippings according to countries and problems. Is there a general problem theme running through them?

12. Evaluate the following in an essay: The airplane is to South America what the covered wagon was to the pioneers.

*13. Write a paper on the life of a Latin American liberator, his contributions and his value to his country.

14. Make a map showing the exports of Latin America.

15. Make up a board game involving the animals of Latin America.

16. Imagine you are the teacher and teach the class a new song, dance, art project, Spanish, etc., for 20 minutes.

17. Compare the sports of the United States and Latin America. Why are some different and some alike?

18. Write a paper about the building of the Panama Canal from a mesquito's point of view.

19. List the contributions to Latin America's music made by the Spanish and Blacks.

20. Write a short paper on why they moved the capital of Brazil to Brasilia from Río de Janeiro. Give some good things that have come from this move. List some of the pitfalls, too.

21. Following the style of the mural painters of Mexico, make a twelve foot mural depicting the history of Mexico.

22. List foods that have come from Latin America.

23. Have a Latin American luncheon, featuring foods from various countries. Have each child research and bring in a dish from a country (s)he studies. Share recipes.

* See Appendix

APPENDIX

Vocabulary

anthropologist
civilization
astronomy
historian
causeway
sociologist
conquistador
plaza
mestizos
Creoles
viceroy
cacao

indigo
sovereign
allegiance
dictator
hacienda
guerilla fighters
ejido
peon
reform
illiterate
henequen
artilles

pama
llama
descendant
llanos
Patagonia
gaucho
immigrant
jute
carnauba
centavo
Cassava
chicle
estancia

Map Locations

Mexico

Yucatan Peninsula
Mt. Paricutin
Mt. Ixtachuatl
Mt. Popocatepetl
Mt. Orizaba
Tropic of Cancer
Balas River
Sierra Nevada
Mazatlan
Mexico City
La Paz
Guadalajara
Cuernavaca
Taxco
Acapulco
Vera Cruz
Tehauntepec
Merida

Central America

Countries - 7
Capitals - 7
Lake Manague
Lake Nicaragua
Sierra Madres
Canal Zone
Rio Coco River

South America

Countries -13
Capitals - 14
Lake Maracaibo
Equator
Magdalena River
Rio de Janeiro
Paran River
Amazon River
Straits of Magellan
Andes
Orinoco River
Cape Horn

Caribbean

Trinidad - Tobago
Cuba
Haiti
Antigua
Dominican Republic
Jamacia
Puerto Rico
Bahamas
Turk Islands
Virgin Islands
Barbados
Martinque

Capitals - 11

ANTARCTICA

GOAL

To understand the importance of Antarctica

OBJECTIVE

Given this unit of study, students will:
...map major explorers and routes to continent.
...understand the importance of the continent to us in the future.
...report on the animals that live on or near the continent.

CONTENT/CONCEPT (3 Weeks)

I. Discovery - Exploration
  A. Amundsen
  B. Scott
  C. Byrd
  D. Shackleton
  E. Cook
  F. Ross
  G. Weddell

II. Natural Resources
  A. Animals
  B. Plants
  C. Minerals

III. Importance
  A. Claims
  B. Science Research

BEFORE YOU BEGIN

Mapping skills and knowledge of the Earth's geography are necessary.

MULTICULTURAL EMPHASIS

Many countries have sent scientists to work together in development of resources and exploration of the area. Because of extremely adverse living conditions, these people cooperate in the development of Antarctica and ignore political and cultural differences.

ACTIVITIES

1. Role play an explorer into Antarctica and tell about your trip.
2. Map all explorer routes to Antarctica.
3. Design a chart of all animal life in Antarctica.
4. Write a paper comparing the Antarctic to the Arctic. Using one subject or several: animals, explorers, climate, etc.
5. Create an art object with Antarctica being the theme. (Sculpture, quilting, stitchery, painting, drawing, etc.)
6. Make an outline on Antarctica. Include explorers, natural resources, and importance of claims and scientific research.
7. Interpret life on Antarctica "Through the Eyes of a Penguin." Oral presentation by a hand made puppet (penguin); or any other idea.
8. Make a cartoon on one of the animals of Antarctica.
9. Make a map showing the claims to Antarctica.
10. Write a newspaper article explaining the importance of Antarctica in the future of the World.

APPENDIX

Vocabulary

- transantarctic
- geologist
- fungi
- botanist
- ecology
- ice shelf
- International Geophysical Year
- station
- iceberg
- magnetic pole
- pack ice
- lichens

RESOURCES/MATERIALS

Time Life National Library, The Poles

Alaska Geographic Society, Antarctica

Films: (Orange Unified School District only)

- MPD-362 Animals of the Arctic
- MPD-549 Arctic People
- MPE-645 Polar Regions, Hunters & Herders

MEDIEVAL DAYS

GOAL

To understand the influence of Middle Ages on succeeding generations.

OBJECTIVE

Given this unit of study, the student will:
...analyze the significance of the Magna Carta.
...understand the conditions of the European countries during the Middle Ages.

CONTENT/CONCEPTS (4 Weeks)

I. Magna Carta
   A. Background for later documents
   B. Feudal System

II. Life in the Middle Ages (500-1500 A.D.)
   A. Education-Recreation
   B. Church-Crusades
   C. Arts-Architecture
   D. Medicine-Science
   E. Clothing
   F. Cities-Castles-Homes
   G. Guilds

III. End of the Middle Ages
   A. Discovery of the New World
   B. Reformation

BEFORE YOU BEGIN

While this unit is being taught in social studies, Shakespeare is being taught in literature, including heraldry, plays, and sonnets.

MULTICULTURAL EMPHASIS

Through this unit, the student will become aware of differences and similarities of different cultures and the effect on the arts.

ACTIVITIES

1. Read the Magna Carta for background information.
2. Diagram the feudal system.
3. Build a castle following the plan for some special castle.
4. Give an oral presentation on the castle you built.
5. Make an illuminated letter. Use your own initial and design with Middle Age motifs.
6. Write a one page paper on how the Magna Carta was the basis for our first documents.
7. Make a chart showing the weapons of the Middle Ages.
8. Make a map showing the routes of the Crusaders.
9. Make a bas-relief in clay depicting a guild. (A carved design in an inch of clay.)
10. Make a rubbing of the bas-relief with paper and crayons or chalk.
11. In a written paper, compare two countries of Europe during the Middle Ages.
12. Depict a scene from the Middle Ages in stained glass. (Use black paper plus cellophane or tissue paper.)

APPENDIX

Vocabulary

armor
chain mail
gauntlet
battle axe
crusades
chivalry
pilgrim
barbarian
peasant
feudal system
Magna Carta
Dark Ages
fiefs
vassals
serfs

knight
guilds
Renaissance
barbarians
villeins
tithe
famine
jousting
plaque
excommunicate
baron
castle
scribe
bas-relief
illuminated

RESOURCES/MATERIALS

Reference Book: Magna Carta

Films (Orange Unified School District only)

MPD-294 Life in a Medieval Time
MPD-293 Medieval Times: The Crusades
MPD-290 Medieval Times: Guilds & Trades

WORLD WAR I - WORLD WAR II

GOAL

To understand the effects of war on a society.

OBJECTIVE

Given this unit of study students will:
...chart the time sequence of the major wars the United States has been involved in.
...analyze the outcomes of war.
...discuss some of the major personalities involved.
...analyze the development of weapons over the years.

CONTENT/CONCEPT

I. Background
    A. Previous Wars
        1. Revolutionary War
        2. Civil War
    B. Causes
II. Personalities
    A. John Pershing
    B. Billy Mitchell
    C. Ed Rickenbacker
    D. Dwight Eisenhower
    E. Omar Bradley
    F. George Patton
    G. George Marshall
III. Presidents
    A. Woodrow Wilson
    B. Franklin Roosevelt
    C. Harry Truman
IV. Outcomes

BEFORE YOU BEGIN

Background from fifth grade about Revolutionary War, Civil War, and Presidents is necessary.

MULTICULTURAL EMPHASIS

In this unit students will become aware of the effects of differences among people of different countries and how they have influenced the beginnings and outcomes of World War I and World War II.

ACTIVITIES

1. On a map of the world, show by color, the major wars the United States has been involved in. (Revolutionary War, Civil War, World War I, World War II, Korea, Vietnam).
2. Write a paper on the part women played during the wars.
3. Discuss in class major outcomes of the wars.
4. Compare items from World War I to those used in World War II. (Airplanes, weapons, etc.)
5. On a chart, draw the major new weapons from each war period.
6. Debate: Should women be on the front line during war?
7. Make a time line showing the wars.
8. Give an oral presentation on one of the leaders of the wars.

RESOURCES/MATERIALS

Texts: Fifth grade State Text, The Americas

LANGUAGE ARTS

WRITING SKILLS

GOAL

To increase written communication skills of children and to foster a positive attitude toward writing.

OBJECTIVES

Given this unit of study, the student will:
...write complete detailed and complex sentences.
...paragraph with fair accuracy, using topic sentences, good supporting sentences and a good concluding sentence.
...write well-developed expository prose.
...write personal and business letters in the correct form, using good sentence and paragraph structure.
...write creative stories with plot structure, characterization and setting which are well-planned.

CONTENT/CONCEPTS

I. Expository writing
  A. Sentences
  B. Paragraphs
  C. Essays

II. Creative Fiction
  A. Plot
  B. Characterization
  C. Setting

BEFORE YOU BEGIN

Children do not master writing in a single year, even if they are gifted. It takes lots of practice to become an accomplished writer. There are many leadup skills which must be taught in order for children to write good sentences. All the writing skills in this package must begin with the sentence and work forward.

This unit is designed to be an ongoing unit throughout the year. A good means of organization is to set aside a short period in the morning for writing every day. The work need not be collected or commented on every day, but the children do need feedback on a regular basis...at least once a week. Conferences with individual students on a regular basis are the most efficient means of correction.

It is a good idea to give each child a composition book to keep his writing together. Then, all the writing is available for conferences. It can be commented on, corrected and improved immediately.

Every writing period should begin with reading something to children or discussion of ideas as preparation for writing. Sharing after the writing period is an excellent way for children to gain recognition for their work, but it should be voluntary.

ACTIVITIES

I. Expository writing

1. In complete sentences, list ways to use something: old tires, popsicle sticks, old calendars, paper bags. (This can be spread over many days, using many other items suggested by the children.)
2. Lists: Safety rules; playground rules if you were principal; ways to get out of chores; favorite foods; favorite movies. These must be in sentence form.
3. Descriptive word lists: use these to write a description of a person, place or thing.
4. Using a student newspaper such as Weekly Reader, discuss topic sentences, supporting sentences and concluding sentences. Using this activity with many different kinds of reading, repeat until the children can identify these parts of a paragraph.
5. Read related sentences to the children. Discuss possible topic sentences which will tie them into a paragraph. Add a concluding sentence.
6. Recipes: using good directions, write a recipe for witches'brew; for a favorite dish; for an unfavorite dish.
7. Give the children a worksheet with sentences of a paragraph which are out of order. Have them put them in order.
8. Give the children a topic sentence. Have them write several supporting sentences to go with the topic sentence.
9. Discuss a controversial topic from the news with the children. Have them write a paragraph, giving their opinions on the topic. Make sure they have topic, supporting and concluding sentences in their paragraph.
10. A general topic, "All about Me," can be broken into many subtopics and take several weeks to complete. Subtopics can include, "My Family," "My Friends," "My Favorite Things," "My Favorite Animal," "When I Grow Up," etc.
11. After viewing a film or filmstrip, the children can write a one-paragraph summary of the topic covered. This is an advanced activity and requires a lot of help before they can do this successfully.
12. For holidays, have them write descriptions of characters such as witches, turkeys, Santa Claus, etc.
13. Letter writing: to a witch, asking for a ride; to a Martian, describing a witch; to a relative, including family news; to a newspaper, giving an opinion.

II. Creative Fiction

1. List descriptive words for events in nature such as sunset, a meadow, etc. Have the children write a sentence to describe such a scene, using several words from the list. This activity needs many repetitions.

Activities (Continued)

2. Read a fairy tale to the children. Outline the plot on the board. Identify the problem, buildup, climax, resolution and conclusion. Try this activity with several stories on successive days.
3. Have the children outline a plot of a fairy tale on the board with you--a new one which they make up as they go along. Using this plot, have the children write a fairy tale. The characters are fairly standard in fairy tales, so character development is minimal.
4. Develop a character sketch of a witch or a person in a story. Show the children how to use descriptive words to build up a realistic character. Use an example from fiction you have read to the class or a story in a reader.
5. Develop the idea of setting as important to a story. Use stories from reading, etc. Have the children discuss how setting has an effect on outcomes of the story.
6. Using the plot outlined in number three, the character sketch in number 4, and a setting, have the children create a story. When they are finished, have the children work in pairs to edit and polish their stories. Conference with them for final polishing.

NOTE TO THE TEACHER:

These ideas can be used repeatedly during the year, using different topics. Some children will need much more help, particularly bilingual children. Having children work together in pairs to polish their work is an effective means of teaching editing skills. Conference scheduling with the teacher should be flexible enough to provide extra help where needed. Ideas for creative stories are available in many places. Some suggestions are in the materials list.

RESOURCES/MATERIALS

Kid's Stuff

Where The Sidewalk Ends, Shel Silverstein

The Writing Corner, Arnold B. Cheyney
Goodyear Publishing Co.
1640 Fifth Street
Santa Monica, CA 90401

How To Eat Like A Kid And Other Lessons In Not Being Grown Up, Delia Ephron

Springboards To Writing

Recipes For Creative Writing

Story Starters, Creative Teaching Press, Monterey Park, CA 91754

Ideas For Creative Writing Stories, Glee Helms
Potpourri Of Creative Ideas
P.O. Box 8190
Anaheim, CA 92802

52 Ways To Have Fun With My Mind, Leif Fearn, et al.
Kabyn Books,
P.O. Box 19663, Navajo Station
San Diego, CA 92119

Word Ways, Language Arts Games & Activities, Joan McNichols, Geraldine Purkiss
Activity Resources Co., Inc.
P.O. Box 4875
Hayward, CA 94540

The Teacher's Book Of Tests, Sheila Madsen and Bette Gould
Goodyear Publishing Co., Inc.
Santa Monica, CA 90401

Think Big!, Martha Symonds
The Learning Works
P.O. Box 6187
Santa Barbara, CA 93111

Creative Writing Corner, Linda Schmidt
Scholastic Magazine, Inc.

FAMILY HISTORY

GOALS

Given this unit of study, the student will:
...gain an awareness of his/her place in the family as well as the connection with preceding generations.
...appreciate his/her own cultural background.
...appreciate the many cultural backgrounds present in the classroom as well as those which have contributed to the development of our country.

OBJECTIVE

In the process of creating a family history, the student will:
...gain interview skills and use them.
...learn to take notes from a tape and use notes.
...learn outlining methods of organization for a report and prepare the report.
...review letter-writing skills for gaining information.
...review map skills for tracing family immigration.
...review proof-reading and paragraph writing skills in preparing report.
...evaluate the product.

CONTENT/CONCEPT

I. Language Application (new skills)
   A. Interview Techniques
   B. Note-Taking from a Tape
   C. Outlining

II. Historical Context will vary according to each individual family history

III. Multicultural Implications
   A. Many Cultures Represented
   B. Appreciation of Varied Cultures is Fostered through Discussions.

BEFORE YOU BEGIN

This unit will take at least one semester of the year to teach techniques, collect data, and complete the report.

Review previously taught skills:

1. Map Reading. At least one map is to be included in the finished product showing places of birth, residences and travels. A key with symbols should also be included.

2. Note Taking Skills. For children who take notes from written materials, such as letters, this will not be a new skill. For children who take notes from an oral interview or from a tape, there must be additional help given by having them practice in class.
3. Proof Reading. A review of this skill is needed for their rough draft as well as for their letter writing to relatives.
4. Letter Writing. Each child should write at least one letter to a relative, either to actually conduct the interview or to gain more information for their family tree and family background.

CAUTION: Some families may regard this project at first as an invasion of their privacy. No child should have to share any part of his/her book if this is the case. Dates and places of birth, marriage and death may be omitted from the pedigree chart and family background sections for the same reason.

The interviews should have the full cooperation of the subject. Questions to be asked should have their approval before the interview is conducted.

In the case of adopted children, they may treat their adopted family as their own. If they are in contact with or know their natural parents, they may include them also, perhaps putting in two pedigree charts, or adding a paragraph or two to their autobiography or family background sections. The same may apply to a step-parent or grandparent.

MULTICULTURAL EMPHASIS

Please see Goals.

ACTIVITIES

*Introduction to the Unit

Each child will write a family history consisting of an autobiography, family background and an oral interview. Also included will be a map, a shield, and a pedigree chart. Pictures and other items are optional. The sample oral history at the end of the activities section may be read to and discussed with the class.

*Family Tree or Pedigree Chart

Sample in children's packet). The child will start with him/herself and work backward as far as possible. The chart may contain just names, or dates and places of birth, marriage and death, if there are no objections.

If the pedigree chart is filled out first, the child will have a better idea of his/her position in the family and can see relationships more clearly when writing the family background section.

General Information Section

This is an introduction to their project and should be gathered first from parents and then from any other relatives that are knowledgeable. The length and the content of this section will vary. It could be quite extensive with a famous ancestor or an interesting glimpse into life in a different culture. It should at least contain the country of origin of the family, perhaps the meaning of the surname and an introduction to the person being interviewed.

Autobiography

The autobiography should contain the author's full name, date and place of birth, names of their immediate family (include pets) and any hobbies or interests they may have. This section need not be long. It is a good place to review paragraphing and proof reading skills.

Questions for Oral Interview

Begin this as a brainstorming session. The teacher should write categories of questions that the children come up with on the board. From this list, the student should select at least ten categories for his/her interview. A couple of these may be used as alternates. For each category, there should be a leading question (no "yes/no" answers) and two or three follow-up questions. e.g. What was your first job? How old were you? How much did you make? What hours did you work?

*Interview Techniques

Before the actual interview is begun, the class will need to learn and practice interviewing. Give each child the page from their packet on interview techniques and go over it with them. Then using a set of questions they have written, two or three (or more) children may interview the teacher before the group, with the class evaluating the questions. Finally, children in partners, may practice with and critique each other on their techniques.

This would be an appropriate time to send a letter to the parents. See the sample letter following the Activities Section.

*See Appendix

Interview

The children should be ready to begin the actual interview. Although the ideal method for doing this is on tape in person, some children may need to conduct theirs by letter. They may enclose a blank tape for the answers. Plenty of time must be given for the correspondence.

*Shield or Family Crest

Some of the children may find a family crest with their surname attached to it. It should be explained to the class that the shield they use is just for fun. A coat of arms belongs to the person to whom it was granted and may be passed on only to his direct descendants.

Others in the class may design their own shield. These could be as fanciful as they wish, perhaps incorporating some of the symbols and colors actually used. Additional information may be found in any encyclopedia under "Heraldry."

Interview Notes

This will be very difficult for some children and individual help may need to be given to get them started and to prevent their final product from becoming too "sketchy." An aide or parent volunteers could work with each child individually, or parents may be willing to work with their child at home. Much practice with the entire class will be needed to begin with, followed by individual help.

*Maps

Any physical or political maps may be used. It is nice to have United States maps, North American maps, and World maps available to suit individual needs.

The following should be located: place of birth, residences and travels. A Legend must be included.

Outlining

The children generally have some difficulty in proceeding from notes to their rough draft. The best way to help them organize is to outline.

First, they should take their categories of questions and list them. Then the categories should be arranged in the order the child wishes them to appear. (The most logical way is in chronological order.)

The categories will then be used as the Roman numerals of their outline and the follow-up questions will come under them. e.g.

I. First job
    A. Age
    B. Money made
    C. Hours worked

Especially if this is their first attempt at outlining, it need not be any more detailed than the above sample. The teacher may wish to expand on this lesson.

*See Appendix

Activities (Continued)

Rough Draft

The format may be either biographical or question and answer. The rough draft should be proof-read by the child first. The subject may review it in order to make any deletions, additions or corrections in spelling. There should also be a rough draft of the pedigree chart, shield and map.

Final Copy

The end product may be written neatly in ink or type written on paper with no holes. The order of the parts of their family history is up to each child. A suggested format is: title page, shield or crest, autobiography, general information or family background, oral history, map, pedigree chart, pictures and other memorabelia. There must be a final proof reading, best done by the teacher.

*Binding

There are many different ways of binding books.

MULTICULTURAL FOLLOW-UP ACTIVITIES

Bulletin Board Ideas

1. On a large map, using map pins, show where the ancestors of the class members originated. Each pin may have a flag with the child's name on it.
2. Create a time line to show events in family generations and corresponding historical events.
3. Display the children's art or crafts that reflect the various cultures represented by the class. e.g. Mexico...bark paintings; Japan...Origami; Polynesia...Batik; Africa...masks.
4. Listen to poetry, folk tales, and other literature from other countries. Then have the class write their own poems or stories and display them.

"International Fair"

1. Divide the class into six groups, one each for Europe, Asia, Africa, Mexico, Polynesia and American Indians.
2. Have each group prepare a display booth or table containing samples of food, clothing, art, crafts, flag, travel posters, maps, stamps or coins, etc.
3. Have each child tell about his/her part in the display and give an oral report on it to the rest of the class.
4. A guest speaker (perhaps a parent) may talk about a country and show slides, give a cooking demonstration, wear national dress, teach a few words of the language, play national music, etc.
5. Plan an "International Luncheon," pot luck style, with international dishes.

*See Appendix

"Cultural Experience Days"

1. Throughout the year, holidays of different countries may be celebrated by the class.
2. Small groups may be assigned to prepare for these holidays, each taking a turn.
3. They may wish to be assigned a culture different from their own in order to widen their cultural experiences.
4. Some suggested holidays are:

September 16	Mexican Independence Day
November 1 & 2	El dia de los Muertos (November 1...All Saint's Day November 2...All Soul's Day)
January 1	Japanese New Year
January 21- February 19	Vietnamese New Year - Tet Chinese New Year (date varies each year)
March 3	Doll's Festival (Japan)
March 17	St. Patrick's Day (Ireland)
May 5	Boy's Festival (Japan) Cinco de Mayo

APPENDIX

SAMPLE LETTER

Dear Parents,

The GATE fifth grade students at La Veta School are currently involved in a family history project. It consists of three main parts: an autobiography general information and an oral history of one family member. The final product will be in a bound booklet.

The students are now ready to begin their interviews with their subjects, which may be any relative. These are best done on tape, but may be conducted using notes or letters in case of great distance. The questions should be reviewed by the subject, in case there may be any objections to a question or a point of interest overlooked by the student.

The class has prepared for this project by listening to another student's interview, writing questions on at least ten areas of interest, and studying interview techniques. Map skills have been reviewed, their autobiography written, a family tree filled out and an introduction or general information section written.

The most difficult part for most of the students will be the actual writing, beginning with the notes, of the oral history. Even though they have studied note taking, outlining and rough drafts, this part of the project may require extra help from the parents. The rough draft should have final approval from the subject before the final copy is begun.

The final copy should be written neatly in blue or black ball point pen on lined paper without holes, or it may be typed. The final grade will be given on this copy. The entire project will then be proofread by the teacher before being bound into the booklet.

We hope to learn many things from this project. In addition to the writing, interviewing, and other skills, there are other goals of equal importance: to give the student an awareness of his/her place in the family as well as the connection with preceding generations; to instill in the student a pride of his/her own cultural background; and an appreciation of the many cultural backgrounds present in the classroom as well as those which have contributed to the development of our country.

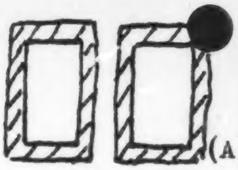
We appreciate your interest and cooperation in this project. If you have any questions or concerns, please ask. Feel free to discuss any part of this with your child and look over his/her notes, questions or other material.

Appendix (Continued)

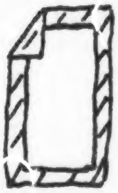
Book Binding

I. Cloth-covered binding

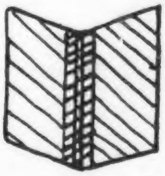
A. Place two pieces of fabric wrong side up onto two pieces of railboard board, leaving at least a 2" overhang of fabric on all sides.


(A)

B. Using a small amount of white glue (tacky glue works best), edge the exposed side of the cardboard along the width of the overhang, folding under corners first, then sides.


(B)

C. Using a 3" wide piece of fabric, glue the covers onto it, placing them approximately 3/4" apart.

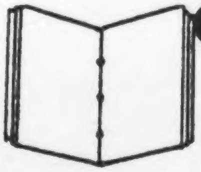

(C)

II. Booklet pages

A. Allow enough pages for the title page, history, maps, photos, etc., plus one extra page to be glued to the inside cover.

B. Choose a complementary color of construction paper, creasing each piece in half individually.

C. Place a strip of cloth down the center fold of bottom page. Mark top page with dots at 3", 6" and 9", sewing together through all pages and cloth strip at marked intervals with a heavy thread.


(C)

III. Combining pages and cloth binding

A. Spread a thin layer of glue on the outside sheet of booklet pages.

B. Place the sewn pages, glue side down, onto the cover. Work out wrinkles carefully.

C. Allow to dry in a flat place before placing any transcript pages into the booklet.

Appendix (Continued)

List of Possible Categories

Childhood

Recreation: toys, games, sports, hobbies, books read, favorite shows

School: how long, homework, discipline, subjects studied, kind of school

Family life: foods, chores, car, religion, vacations, holidays, clothing, childhood diseases, housing, pets

Teenage Years

Clothing styles, hair styles, slang expressions

First job, money made, hours worked

School attended, favorite subject, grades, extracurricular activities

Dating: age of first date, places you went

Adulthood

World events: wars, the Depression, assassination of Kennedy, first manned flight to the moon

Career: preparation for, how chosen, changes

Family life: utilities, inventions (TV, jet flights, etc.), housing entertainment, vacations, clubs and organizations

Ethnic Background

Effects on lifestyle: food, clothing, holidays, traditions, bilingual

Born in another country: differences in homes, food, clothing, education, holidays, why left, adjustment to the United States

Children's Packet

The following pages may be copied for the children's use.

____
Name

FAMILY HISTORY

Date each item as you complete it. Keep all your work together in your folder. Try not to lose anything!

________ 1. Family Tree or Pedigree Chart

A. Fill out the chart as completely as you can. Not many will be able to complete every line.

B. Begin with yourself on the left middle line. Your great grandfathers and great great grandfathers should appear on the top lines of each set.

________ 2. Begin researching for the General Information section.

A. Country of origin ____________________

B. Meaning of surname: ____________________

C. Include any other items of interest such as a famous ancestor, family traditions, etc.

________ 3. Introduction to the Subject.

A. Full name of person to be interviewed: ____________________

____

B. Age, birthdate and place of birth: ____________________

____

C. Relationship to you: ____________________

D. Where the person lives: ____________________

E. Why you chose this person: ____________________

____

F. This interview will be conducted by (tape notes letter)
(circle one)

________ 4. Rough draft and final copy (General Information Section)

________ 5. Autobiography.

A. Your full name: ____________________

B. Age, birthdate and birth place: ____________________

____

C. Names of your immediate family and their relationship to you:

____

____

____

D. School of attendance: ______________________________

E. Hobbies or interests: ______________________________

____

F. Miscellaneous notes you may wish to include such as a time line of your life, interesting experiences you have had or unusual places you have traveled.

__________ 6. Rough draft and final copy, Autobiography.

__________ 7. Oral interview.

A. Prepare questions.

B. Practice interview techniques.

C. Begin the actual interview.

__________ 8. Interview notes complete.

__________ 9. Interview rough draft complete.

__________ 10. Family crest or shield rough draft and final copy complete.

__________ 11. At least one map should be included. Choose the one that best fits your needs, either a United States, North American or World map.

A. At least these places should be located on your subject's life:

1. Born
2. Married
3. Resided
4. Traveled
5. Lives currently

B. You may also locate your place of birth, travels, etc.

C. Choose a code for your map key:

1. Color code 0 ●
2. Symbol code ✤ □ 0
3. Letter code B=born T=Traveled
4. Number code 1, 2, 3

__________ 12. Title page.

__________ 13. Table of Contents. (Optional...use only if you have many items included)

__________ 14. Final copy, oral interview.

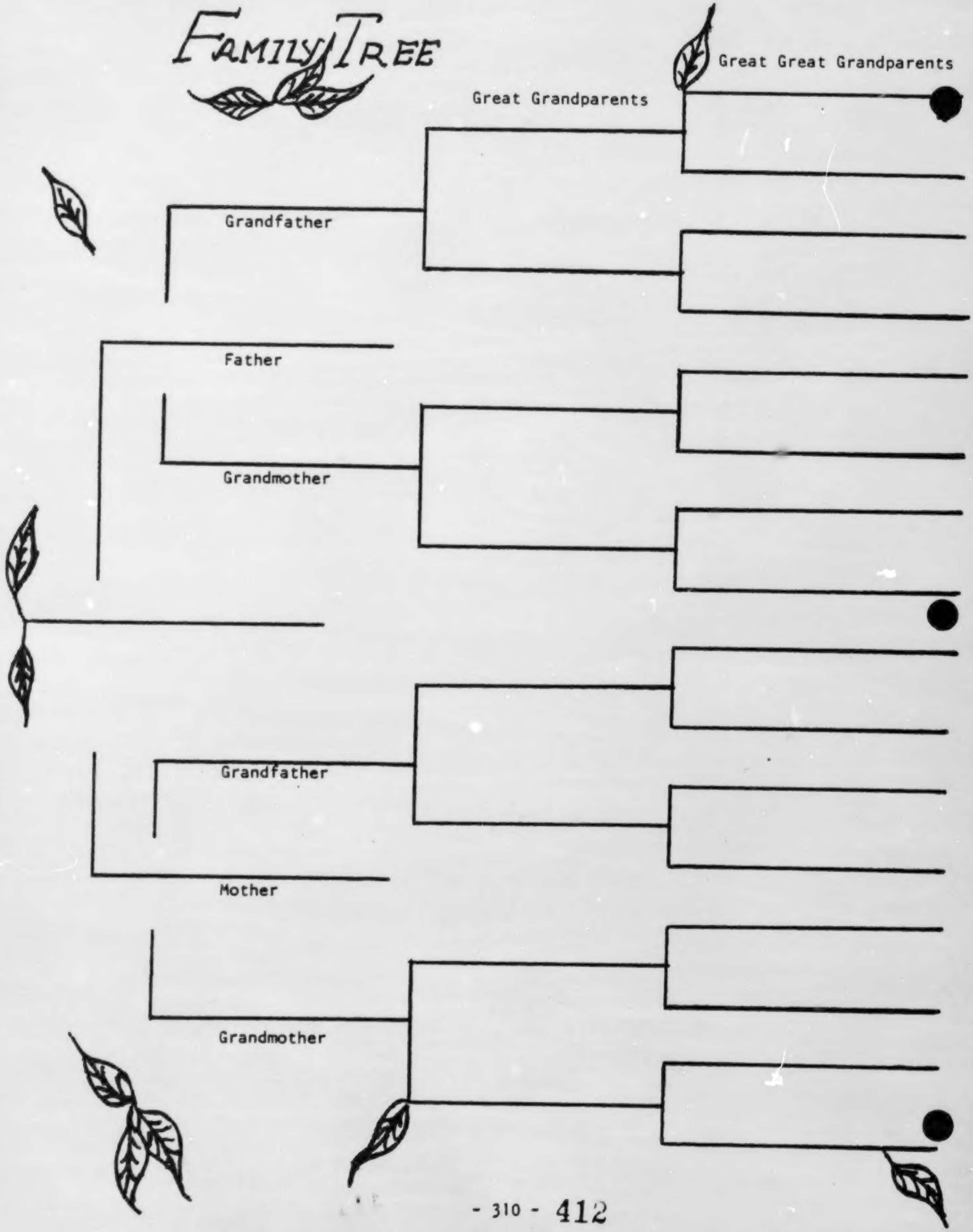
__________ 15. Final proof reading of entire project. Any extra items such as pictures, newspaper articles, extra maps, etc. should be included at this time.

__________ 16. Binding.

A. Bring ½ yard of fabric. Brightly colored, small prints are best.

B. Choose colored paper to complement material for the pages of your booklet.

FAMILY TREE


Great Great Grandparents
Great Grandparents
Grandfather
Father
Grandmother
Grandfather
Mother
Grandmother

Appendix (Continued)

Interview Techniques

1. If possible, your interview should be conducted in at least two sessions to avoid tiring the subject.

2. Always have your questions approved by the subject before you begin.

3. Be prepared! Have all your materials...tape recorder, pencil and paper, questions, etc. ready.

4. If you are recording, distracting sounds from clocks, radios or TV's, air conditioners, etc. should be eliminated.

5. There should not be other people present to distract the interviewer or the subject.

6. Avoid questions with yes or no answers, or follow them by asking for additional information.

7. Pursue an issue; ask several questions on a given topic.

8. Be flexible...take advantage of interesting leads your subject may come up with.

9. Show you are interested. Do not keep looking at the clock or let your attention wander.

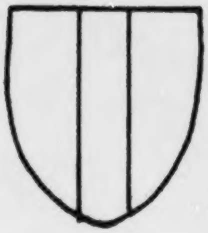
10. Encourage your subject to tell stories; do not interrupt them.

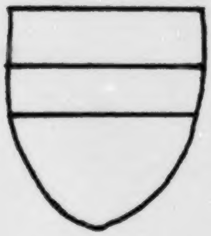
11. Thank the subject for his/her time at the end.

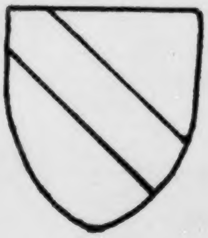
12. You may have to go back for follow-up questions later if you are confused or find you have incomplete information.

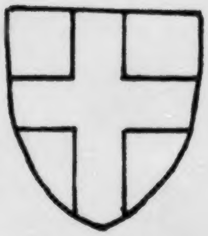
418

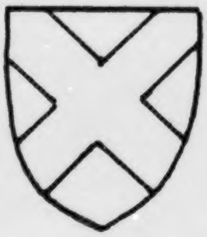
HERALDRY SHIELDS

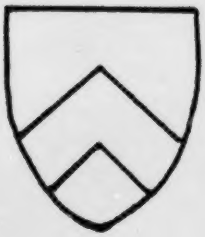


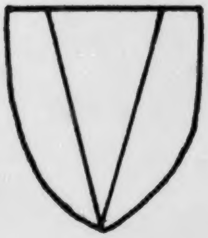


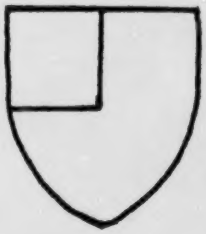




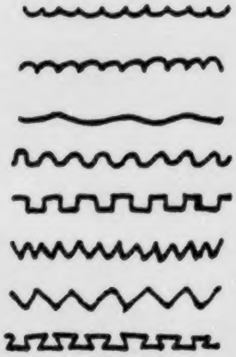






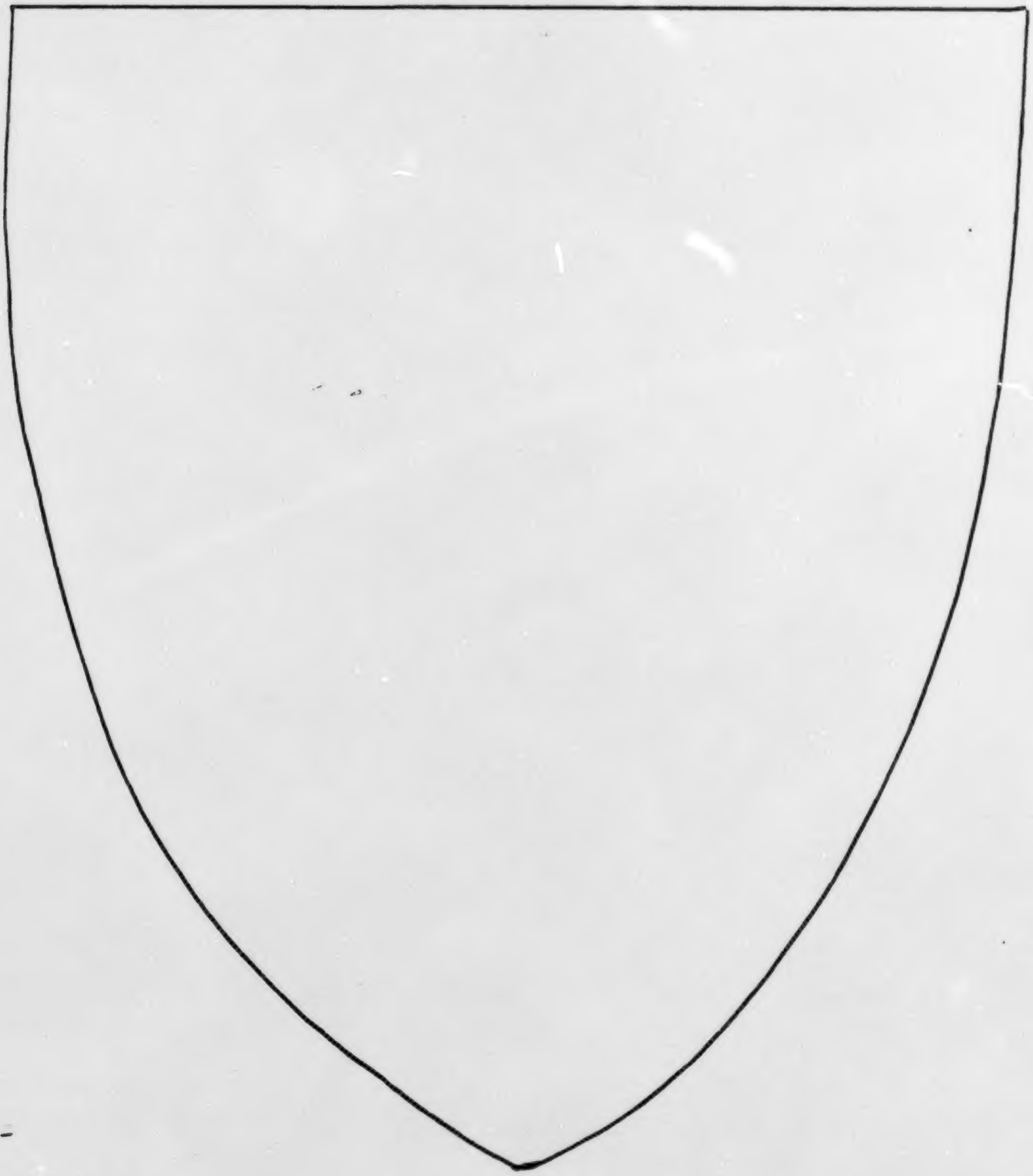


Lines used:



Colors used:

- **silver or white**
- **gold or yellow**
- **blue**
- **red**
- **green**
- **purple**
- **black**



RESOURCES/MATERIALS

"American Dream," Activity cards kit

Downey, Matthew T., "Childhood: The Way It Was."
Teacher Magazine, October 1980

Hirsch, Ruth & Lewinger, Miriam, "Oral History: The Family is the Curriculum," *Teacher Magazine*, November, 1975.

Kohl, Herb, "What Was It Like When You Were Young?", *Teacher Magazine*, March, 1979.

McCormack, Alan J., "Digging for Roots: A Learning Bonanza,"
Learning Magazine, August/September, 1977.

Sexton, Marty & Karen Takena, "Oral History: Personal Recollections of Past Events," Orange County Council for Gifted Education, October, 1978.

Shumway, Gary L., *An Oral History Primer*,
California State University at Fullerton, 1973.

Weitzman, David, *My Backyard History Book*, Boston: Little, Brown & Co., 1975. (Brown Paper School Series.)

Wigginton, Eliot, *The Foxfire Book*, New York: Anchor Press/Doubleday, 1972.

Wood, Pamela, *The Salt Book*, New York: Anchor Press/Doubleday, 1977.

APPENDIX

APPENDIX

AWARENESS Bilingual children need to build vocabulary in English and to develop strengths in writing, reading, comprehending, and speaking English effectively. Because they have two vocabularies, their total word knowledge is as great or greater than that of monolingual students, but their functional ability in either language is more limited. The purpose of the gifted program is not to extend or maintain knowledge of native language; instead it is to increase ability to function effectively in English. Maintenance of native language skills is left to parents and community.

PROCESS (1) Determine needs of individual students.

Rationale: All students have differing needs. They must be approached as individuals.

(2) Ask bilingual/ESL teachers in your school/district for recommendations of materials which are effective.

Rationale: Bilingual/ESL teachers know what materials are available in the district. Working with them establishes essential communication and articulation lines and gives them a vested interest in the program.

(3) Use commercial materials available in your school/district.

Rationale: This is cost effective and avoids re-inventing the wheel.

COMMERCIAL MATERIALS FOR USE WITH BILINGUAL CHILDREN

Controlled Reader Combo-8 Reading Lab

This material includes vocabulary, speed and comprehension exercises at many levels, beginning with primary grade vocabulary and going through to high school and beyond.

EDL/McGraw Hill
8171 Redwood Highway
Novato, California 94947

Audio Reading & Progress Laboratory (c. 1970)

This is a series of taped lessons involving listening, reading, vocabulary and comprehension followups.

Educational Progress Corp.
8538 E. 41st Street
Tulsa, Oklahoma 74145

SRA Reading Labs

The SRA Reading Labs provide multigraded materials for building vocabulary, comprehension and speed in reading.

SRA
155 N. Wacker Drive
Chicago, Illinois 6060[illegible]

The following materials are series of cassette filmstrip lessons which add vocabulary and increase writing skills for bilingual children. They are listed by title and the publisher is listed beside them.

Action Words
Figures of Speech
Kinds of Sentences
More Than One Paragraph
Outlines
Sensory Descriptions
Picture Words

Pied Piper Productions
Box 320
Verdugo City, Ca. 91046

Telling a Story
Writing a Description
Creating a Mood
Creating a Character
Writing a Dialogue
Finding the Facts
Organizing the Information
Making a Convincing Argument

Xerox-Harper & Row
1250 Fairwood Avenue
P. O. Box 16629
Columbus, Ohio 43216